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ABSTRACT

Three California State Department units (vocational education, pupil personnel services, and career education) and two school districts (Fremont Unified and Huntington Beach Union High) established a consortium to develop demonstration sites for model career development and vocational preparation systems and staff development programs. The Huntington Beach Union High project developed and articulated a K-12 competency-based career education model. Data collected was inappropriate for determining whether growth was statistically significant, but student understanding increased after the program. Without a control group, it could not be stated that gains would not have occurred without the career education experience. The Fremont Unified project developed and implemented a career decision making course. Activities were developed to meet objectives of six components: 'career guidance center, career decision making, staff development/infusion, articulation, community involvement, and dissemination. Data was analyzed by a third-party evaluator. Although many objectives were met, a teacher's strike affected objectives that required extensive teacher involvement. (Appendixes include the third-party evaluation report, Fremont Unified School District's skills assessment, articulated K-12 career education program, career decision making materials, and Huntington Beach Union Migh School District's career development competency model and student assessment forms; see note for Huntington Beach's K-12 curriculum guides.) (Author/CSS)

FINAL REPORT

Project No. 502A960015 Grant No. 0EG-391-75-0089

BEST COPY AVAILABLE

Operational Model for Career Development and Vocational Preparation

Exemplary Project in Vocational Education Conducted Under Part D of Public Law 90-576

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October 1978

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A. Abstract

Three California State Department units (Vocational Education, Pupil Personnel Services, and Career Education) and two California school districts have established a consortium designed to develop two demonstration sites for model career development and vocational preparation systems and staff development programs. The two school district sites are Fremont Unified School District in Alameda County and Huntington Beach Union High School District in Orange County. The two school districts represent different organizational patterns, different populations, and different types of problems and strengths. Each has implemented a number of different approaches to the implementation of this project, so that the efforts will complement each other. The final products include two models instead of one, so that districts wishing to adopt or adapt a program can choose the one most appropriate for their situation and population.

B. Time Period Covered by the Report

July 1, 1975 to June 30, 1978

C. Goals and Objectives of the Project

Because of the dual nature of this project with two school districts representing different organizational patterns, populations, and types of problems and strengths, this report will reflect the individual differences of each project site.

- i. Fremont Unified School District Project

 This project consisted of five basic goals/components which were:
- (1) To provide administration and coordination for the project.
- (2) To conduct a Battell Institute designed needs assessment.
- (3) To design an operational plan to implement an articulated career education system K-12.
- (4) To design and implement an internal evaluation system.
- (5) To disseminate those components of the comprehensive career education system K-12 to other school districts statewide.
- 2. Huntington Beach Union High School District Project

 Thus project consisted of six basic goals/components which were:
- (1) To provide for administration and coordination of the project.
- (2) To conduct a needs assessment.
- (3) To develop a career, competency model.



- (4) To implement the career competency model.
- (5) To provide for the articulation for career education between the two project school sites.
- (6) To disseminate statewide the components of the Comprehensive Career Education System,
- 3. State Department of Education Component

This project is unique because of the triad nature of the consortium between three State Department Units (Vocational Education, Pupil Personnel Services, and the Career Education Unit) and two California school districts (Fremont Unified School District and Huntington Beach Union High School District).

One of the major strengths of the project has been the development of operational models that utilize the concepts that have been developed by Vocational Education, Pupil Personnel Services Unit, and the Career Education Unit of the State Department of Education. This sharing effort between the State Department of Education and the individual school district sites. The State Departments objectives in this consortium follow:

- 1. To provide districts coordination, assistance with program development and implementation, and assistance with staff development and evaluation.
- 2. To provide the Department of H.E.W., Vocational Education with liaison and coordination in conjunction with the consortium.
- 3. To provide for the coordination of site activities in conjunction with each site and the consprtium.
- 4. To provide project sites with coordination, and assistance in dissemination activities.

D. Results: Accomplishments

1. Fremont Unified School District.

This project had as a central theme, the development and implementation of a career decision-making course evolved from plans made during pilot testing on a guidance system developed by the Oregon State Employment Services. During the three years of the project the following accomplishments were realized:

- Completion of a District Skills Assessment involving 537 members from the community and producies 2,020 skill statements that lie within the districts 17 goal areas. (see Appendix 8.)
- Adoption and infusion into district schools a K-12 career education articulation program: (See Appendix C.)
- Implementation and refining of a semester career decision-making program at the high school level. (See Appendix D.)

- Implementation of the SEARCH program from the State of Oregon.
 (See Appendix B.)
- Assisting fifty-five California Schools to adopt the career decisionmaking activities for their schools through a dissemination plan.
- 2. Huntington Beach Union High School District.

This project undertook the development and articulation of a K-12 competency-based career education model, which necessitated cooperative work across school districts as well as across schools within each district.

The major accomplishments during the three years of the project were:

- The identification of essential competencies in career education. (See Appendix E.)
- The development of competency-based curriculum guides for K-3, 4-6,
 7-8 and 9-12 grade levels. (See Appendix F.)
- The ratification of the competencies identified earlier and adoption by the Board of Education. (See Appendix E.)
- The implementation of a staff development program in career education.
- The development of an articulation plan for elementary, high school and including community college.
- The development of an infusion plan for career education.
- The development and implementation of plans for dissemination on a statewide basis.
- . The development of valid and reliable measures of student outcomes, related to project objectives: (See Appendix G.)

E. Evaluation

1. Fremont Unified School District

Project activities were planned to meet the objectives of six components:

1) The Career Guidance Center; 2) Career Decision-Making; 3) Staff Development/
Infusion; 4) Articulation; 5) Community Involvement; and 6) Dissemination. An analysis of all available data was made by the third party evaluator to determine the extent to which the stated objectives of the project were achieved. Assummary of the findings which follow is presented by project component. (See Appendix A) It is a truism that the best laid plans can sometimes go awry due to unforseen conditions or happenings. Such was the case in this project with the occurrence of a teacher strike in the fall semester, affecting the outcome of a number of project objectives. Although the impact of the strike could not be precisely determined; it was obvious that it did affect objectives requiring extensive teacher involvement and participation, especially the Staff Development/Infusion and Articulation components.

3.

In summary, the data available suggests that significant, student growth occurred in the knowledge and skills of career decision-making as a result of their experience in the career decision-making class. It also suggests that these knowledges and skills were maintained over a period of time. Furthermore, there is evidence that a nine-week semester course in career decision-making may result in substantial student achievement. Although it was wished that the data could have been provided in a manner that would make possible more precise comparisons, it did provide substantial evidence of achievement of the objectives set for the CDM class. The teacher strike did have a substantial effect on the objectives of the project, particularly delaying accomplishment of greater development in the areas of infus@on/staff development and articulation. However, in spite of these handicaps, a significant amount of activities were conducted and the majority of object ves accomplished.

2. Huntington Beach Union High School District.

The scheduled activities for this project were designed to meet the objectives incorporated in six components: 1) involvement in the project consortium; 2) dissemination; 3) staff development; 4) implementation; 5) articulation, and 6) assessment and evaluation of student outcomes.

With one exception, these components consisted primarily of a refinement and extension of the objectives developed during the previous year. The one exception was the dissemination component, which had as its principal objective the implementation of the demonstration workshops to be held in conjunction with the Fremont project and the State Department of Education. Activities for this project were conducted in four separate school sites, two high schools and two elementary schools. The findings which follow are summarized by component and, where applicable, are presented by individual school sites to provide a more detailed description of project accomplishments. (See Appendix A.)

Although the data were not available in the form to determine whether the growth observed was statistically significant, there was an increase at both sites in the level of student understanding following exposure to the career education unit. It was not possible to obtain a control group. Therefore, it is not possible to state conclusively that the gains observed would not have occurred in the absence of the career education experience. Although all the data available is suggestive of a worthwhile program that does produce positive résults, more exact knowledge of the effects of, the program will have to await further study.

F. Conclusions

In response to a joint proposal by the Bureaus ov Vocational Education, Pupil Personnel Services and Career Education Taks Force of the California State Department of Education, the U.S. Office of Education funded a three-year project to develop two demonstration models of comprehensive career education. The Fremont and Huntington Beach sites were selected for project implementation, in part, because of previously demonstrated commitment and achievements in career education. The external funding, therefore, made possible an acceleration and refinement of previous developments, as well as the development and dissemination of more comprehensive models of career education:

A detailed account of project activities and accomplishments for the first two years was presented in the annual and interim evaluation reports. A brief summary of project achievements and conclusions reached follows for each project site:

1. Fremont Unified School District

The central thrust of this project, the development and implementation of a career decision-making course evolved from plans made during pilot testing of a guidance system developed by the Oregon State Employment Service. During the first year of the project, substantial progress was made in development of the CDM course and its acceptance as an integral part of the regular curriculum. Additional achievements of the first project year included completion of a needs assessment, development of a Career Guidance Center and a design for staff development and articulation.

The second year consisted of a further refinement of activities in the operation of the Career Guidance Center and the CDM class. Initial attempts were also made at developing measures of student outcome at this time. Although significant progress was achieved by the project toward achievement of the objectives during the final year of the project, a teacher strike at the beginning of the school year did have a detrimental effect on several components, especially those related to staff development, infusion and articulation activities, all of which depended highly on teacher cooperation and participation.

Although considerable activity was catalogued for the Career Guidance Center, the lack of teaches cooperation resulted in several plans falling short of the goal. For the same reasons staff development activities achieved rather mixed results, as did some of the plans for articulation and community involvement.

The dissemination activities did provide for opportunities to reach a wider audience interested in learning of two different and distinct models of career education and were generally well-received. The comments by those attending the dissemination workshops and during on-site visits attest to the interest in and perceived value of the program.

In spite of the problems encountered and the shortcoming of several aspects of the program, the principal component of the project, the development and implementation of the Career Decision-Making class, was very successful. The results, as measured by the career decision-making skills assessment instrument, demonstrated significant growth as a result of the CDM course and the skills developed were maintained for a significant period of time.

When requested to provide an overall assessment of the project, the staff expressed strong convictions regarding the value of the project and the positive results achieved. One of the strengths mentioned was the ability to select personnel with strong interest and enthusiasm for career education. On the other hand, a weakness noted was the limited number of staff and administrators involved with a real understanding of the project.

Although successful implementation of a project can be demonstrated, great concern must be the probability of its continuation in the absence of external funding. Speaking of this concern, a 1977 report by the Rand Corporation of a four-year study of federally funded projects stated, "Projects taken seriously by district officials and school staff generally were more likely to be implemented

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than opportunistic projects. But even effective implementation did not always mean that the longer term federal objective of promoting stable change in local practices was acheived. At the end of federal funding, district officials had to decide about the continuation of a change agent project. This decision was not made primarily on the basis of the projects' educational success during the period of special funding, as a "seed money" model assumes. Instead, local organizational and political factors moderate and determined the districts' commitment to continue change agent projects, even if the project had demonstrated its value."

2. Huntington Beach Union High School District.

This project undertook the development and articulation of a K-12 competency-based career education model, which necessitated cooperative work across school districts as well as across schools within each district. A major accomplishment during the first year of the project was the identification of essential competencies in career education, and, based upon these competencies, the development of curriculum guides for K-3, 4-6, 7-8, and 9-12. During the second year, the competencies were ratified and finally adopted by the Board of Education. Concurrent with these developments, significant progress each year in staff development and articulation activities was observed as well as the development of plans for infusion, dissemination and the evaluation of student outcomes during the third and final project year.

The data collected during the final project year provided evidence of a significant amount of career education activity occurring at all four sites, as well as satisfactory achievement of most of the project objectives. Staff development efforts were well received, resulting in an expressed interest by many teaching staff to continue with infusion activities. To what extent this interest can be translated into more firm commitments and finally implementation will depend, in large measure, on administrative support and encouragement for career education.

Substantial development in articulation was accomplished during the third project year, both within and across school sites. The sharing of materials and procedures which occurred resulted in a reduction in the duplication of effort. Another, and possibly a more significant outcome of the articulation effort (one not designated as an objective of the project) was the development of a more systematic approach to registration and advisement for use by the high schools and their feeder elementary schools.

The objective for statewide dissemination of the projects was successfully achieved, with a majority of those attending providing quite favorable reactions to the workshops. A significant number of other dissemination activities were conducted, including presentations to other districts, both on and off site. With the exception of the sharing which occurred between the two high school project sites, little intra-district dissemination of project activities took place. A concerted effort to correct this should prove very beneficial and is strongly recommended, recognizing that it is not uncomon for one to be less well known or appreciated in his own backyard.

Considerable progress was achieved in infusion of career education into the total curriculum, with all teachers reporting some activities conducted. Little is known, however, beyond the number of competencies addressed, of the extent and quality of the infusion process. A continuous and extensive monitoring and inservicing will be necessary to ensure optimum infusion of career education in the curriculum and to preclude its being viewed as a mere add-on or something which receives lip service and is quickly forgotten.



The effectiveness of any educational program is, in the final enalysis, the degree to which it results in significant change in student achievement and attitude. The development of valid and reliable measures of student outcome related to project objectives are not easily accomplished. The elementary sites developed instruments at three levels to obtain measures of student awareness and understanding of career education concepts. Both elementary sites demonstrate greater student growth in career education than the control group during the first two years of the project. The results for Lamb Elementary School continue to demonstrate significant growth during the final project year, as well as showing greater growth than the control school. The second elementary project school, Bushard, however, did not achieve any measureable progress during the final years

At the high school sites, outcome measures were only available during the final project year. The data collected did reveal substantial achievement in knowledge of career education concepts and program=related information. The lack of a control group, however, precladed attributing achievement to program implementation.

At the close of the third and final year of the project, the site coordinators were requested to make their own assessments of the value of the project, its strengths and weaknesses, and prospects for future project implementation. Although these are the subjective judgements of the individuals involved, it is believed that the perceptions of those most intimately related to program implementation represent important information.

The coordinator at Edison High School expressed the belief that the project showed more positive results than anticipated, especially in changing the way students approach their education. The major contributing factor, it is believed, was the redirection of the girldance program from crisis counseling and schedule changing to a career guidance developmental approach. One positive result seen was the decrease in the number of schedule changes from 8,000 per semester at the beginning of the project to less than 1,000. Among some of the problems noted were the clarical time required in dealing with career folders, time for monitoring student activities and the scheduling of staff development activities.

The Huntington Beach High School Coordinator considered the flexibility of approach allowed as a major strength of the project, enabling each school to design a program suited to their own needs. The sharing of materials and ideas by all sites was also considered as a real strength of the project. Participation in only the fihal two years of the project by Huntington Beach High School was a weakness noted as well as a lack of intra-district dissemination.

At the elementary level, the Lamb School coordinator expressed the conviction that the project had resulted in real growth by students in self-awareness, decision-making, career awareness and career exploration. Among the positive attributes of the program mentioned were the purchase of many materials made possibly by project funds and the change in the teaching staff from a position of "allowing" the coordinator to work with their children to one in which they expressed a desire to infuse career education in their instructional activities. The Bushard coordinator was not available to obtain a final assessment of the project.



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The Third Party evaluator, after reviewing all data available, is convinced that these projects have demonstrated their, value. Project participants have indicated a strong commitment to continue with many of the activities begun during the course of the projects. It is recognized that, in a time of decreasing resources, those areas requiring additional funds will have to compete with other priorities. It is hoped that the information presented will be useful in making these decisions.

G. Recommendations

-]. In order to ensure long-range continuing commitment to the concepts and implementation of Career Education administrative support and encouragement must be obtained at inception of the program.
- 2. Successful articulation can best be achieved by first identifying a cadre of staff committed to the concepts of Career Education and employing this staff to develop an articulation process whereby materials and procedures are shared among departments, levels, and schools in a school district.
- 3. A continuous and extensive monitoring and in-service program will be necessary:

 to ensure appropriate and effective infusion of Career Education in the

 curriculum.
- 4. To determine the effectiveness of Career Education programs more emphasis must be given to the development and refinement of valid and reliable student outcome measures.
- 5. A well designed comprehensive needs assessment must be developed and used as the basis for the establishment of Career Education goals and objectives.
- 6. Effective community involvement must be obtained at the inception of a career education program to reflect the needs and aspirations of the community.
- 7. It is essential that the guidance and counseling staff be actively involved in the development and implementation of the Career Education program to insure ultimate success of the program.
- 8. To more effectively measure the relative success of a career education program utilization of a control or comparison group is recommended.
- 9. Although large group staff development inservice meetings can be an effective method of providing information, individual or small group inservice training sessions are more effective in developing the competencies needed to implement career education.
- 10. An effective dissemination plan should include district wide dissemination as a prerequisite to a regional, state or national dissemination.

A. Background.

In 1975-76 a joint proposal by the Bureaus of Vocational Education, Pupil Personnel Services and the Career Education Task Force of the California State Department of Education was funded by the U.S. Office of Education for the development of two comprehensive career education models that would demonstrate the integration of the various concepts and recommendations that had been generated in the California Career Development Curriculum K-adults and the Vocational Education and the Career Education Task Force monographs and recommendations. Two sites were selected. The two sites, had developed unique strategies for the accomplishment of the comprehensive goals of career education and both had a demonstrated the ability to develop and implement a career education program. The two sites are the Fremont Unified School District in Alameda County and the Huntington Beach Union High School District in Orange County. Each district represents a different organizational pattern, different populations and different types of problems and strenghts. Each district plans a different approach to the implementation of the project. It was hypothesized that the final products would include two models, so that districts wishing to adopt a program could choose the one most appropriate to their use.

During the first year of the project, each LEA was to prepare plans for evaluating and modifying, where needed, their career development vocational preparation programs around the California Model of Career Development Curriculum and the State Plan for Vocational Education. Also, each LEA was to develop and implement the first phase of a competency-based staff development program related to student and community needs (as determined by needs assessment) to current program components and to project plans. Articulation with feeder elementary schools, junior high schools, and community colleges; coordination and cooperation with business and industry; and integration of a ready developed promising practices and programs were to be central features of the programs.

Internal and external evaluations were to provide for quality control. The external evaluator(s), in addition to participating in the palnning and structuring of each LEA's program, were to be responsible for identifying or developing appropriate measurement instruments, for varifying that the timelines have been met and that the programs have been implemented with fidelity, and for preparing objective reports concerning effectiveness of each phase of the program. The LEA's were to design and implement strong internal evaluation systems which would provide rapid feedback to decision makers and facilitate dynamic restructuring of programs in progress in order to ensure attainment of desired student outcomes. The external evaluator(s) were to serve as consultants to the internal evaluation team. All activities were to be evaluated in terms of student outcomes.

B. Problem and Need.

"It is exciting to reflect on the impleications that the concept of career education can have for change in our educational institutions and programs. By helping you think about the many options and alternatives that are available, and by helping them to make the best use of their talents, abilities, and skills, we can demonstrate the relationship and relevance of the educational process to work,

leisure, and life style choices. Now, if we can identify the basic fundamental skills as well as the job skills each student needs, and can facilitate their development at the peak of each person's interest, then career education—education for the totality of one's life experiences—will have become a reality."—Wilson Riles, Superintendent of Public Instruction for the State of California, 1974.

Jean Pierce Jardaan (1974) has noted the importance of career information being both access to e to and understandable by students. In summarizing the need for guided exploration phe writes:

"It is clear . . . that on a number of counts, many if not most 18-year-olds are poorly prepared to find and make a place for themselves in the labor market. The persistence of inappropriate and unrealistic aspirations is striking, as is the fact that job and position changes between the ages of 18 and 25 generally do not result in a job which is more in keeping with the individual's interests and abilities than previously hald jobs.

One of the reasons why high school students have problems when the leave 's school and enter 'the real world' appears to be that they do not know themselves and the world of work sufficiently well to make good decisions and plans."

• Student, Community, and School Institutional Problems and Needs

There is one over-arching problem to which this project was addressed: career development-vocational preparation needs of students and community needs, as well as the interrelatedness of these needs, are not adequately reflected in the thrust or effectiveness of career development-vocational preparation programs in our schools. This lack of congruence is evident in an analysis of student and community needs and career development and vocational preparation programs in the schools.

The problem/needs analysis presented here includes data and trends on national, state, and individual school district levels. The school districts referred to are the two California school districts that will be cooperating with the three units of the State Department of Education in the implementation of this project. Fremont Unified School District in Alamadea County and Huntington Beach Union High School District in Orange County.

Student Problems and Needs

Students need career development in the form of education, guidance, and vocational education, including decision-making skills, in order to progress trhough the various stages of career development, including mobility, retraining, and job change. We need to develop in young people a sense of planfulness to prepare them for the phasing-out of occupations and for the rapid change that will be occurring. It is impossible for us to know much at this point about the world of work in the year 2020, yet students in high schools today will still be in the world of work at that time.

Entry-Jobs Unrelated to High School Training

In a 1973-74 survey of 55,250 California high school students, 82% indicated a need for more and better career guidance. A survey of parents, teachers and students in Fremont resulted in the following areas being assigned top priority: honesty, morality and fair play; reading, writing and speaking; career and

vocational education. A survey completed by the Huntington Beach Union High School District indicated that while the district has engaged in expanded placement activities, 83% of those placed received assistance from outside school resources. Responses from graduates in the labor market indicated that 74% assumed jobs unrelated to high school training. Only 46% felt fully qualified for the job they were holding. Only 20.5% of the graduates are full-time students while 23% work full time. This indicates that 79.5% of the graduates will be in the labor force directly out of high school. Project Talent Data (Flanagan, 1972) show that only about one student in five enters the occupation he chose in high school, and that there is little stability of career choice during the five years after high school.

Unemployment and Underemployment

The U.S. Department of Labor Publication, THE U.S. LABOR FORCE: PROJECTIONS TO 1985, projects for the year 1980 the total labor force participation rates, based on total noninstitutional population, at 57.6% for males between the ages of 16 and 19 and 41.7% for females between the ages of 16 and 19. Labor force participation for men between 20 and 24 years of age is expected to be 84.4% and for women between 20 and 24 years of age, 57.8%:

A special labor force report from the U.S. Department of Labor indicated that in January 1973, about six million persons were employed in different occupations from those in which they were working in January 1972. As age of worker increased, occupational mobility rates declined; over 70% of all occupational changes were among young workers, even though such workers constituted less than 40% of the unemployed at both dates. Mobility rates reflect the large numbers actually in the labor market. They do not reflect the large numbers of economically discouraged market. They do not reflect the large numbers of economically discouraged youth who, although they are no longer in school, are not actively seeking employment. This latter group is frequently not included in counts of unemployed. There are large gaps between the aspirations, expectations, opportunities, and actual employment. Whereas in many communities, 80% of students are in college courses, only 20% of the jobs available to entering workers require a college education (Borow, 1973). The effects of the subtle but pervasive influence of messages communicated by the culture through mass media, advertising, agency and institutional images, discourage many students, especially minority groups and female students, from seeking the training and employment to which they aspire.

A report by Prediger and Cole (1975) pursues sex discrimination in interest and aptitude tests and shows how use of these instruments tends to shape students perceptions of sex stereotypes. A study by Hawley (1973) supports the pervasiveness of the effects of sex stereotyping of occupations. Hawley found women preparing for nontraditional careers reported that significant men in their lives believed that women could perform in these areas without jeopardizing marriage or family. Almquist (1974) reported that the factors related to women choosing male-dominated occupational roles were role models (regularly employed mother, mother with at least some college education, having held two or more different jobs, and sorority membership). Innumerable studies show that most females choose "typical" female occupations. Siegel (1973) found little overlap in the occupational choices of primary girls and boys. Bowled (1973) offers evidence that the family and the school socialize the child in such a way as to allocate attributes on the basis of SES background, thus reproducing status differences among families from generation to generation.

Transiency, Low SES, Low Academic Skills, Minority Groups

Approximately 20% of the student body in Huntington Beach shifts out of the high school during the year. Another 10% transfers in. Thus, there is a 30% cumulative transiency rate. Increasing percentages of students are enrolling in opportunity classes, continuation schools, and evening high schools because of a need or desire to work while attending school and/or because of the discontinuities between the students' interests and needs and the opportunities they see available to them. About 46% are reading one year or more below grade level. Five picket areas have been identified as economically depressed areas by the CETA Program in Huntington Beach. Students not succeeding in regular vocational classes constitute 12.2% of class enrollments. This does not indicate failures, but students identified as needing extra assistance to become successful in class-progress. 46% of students on AFDC in the district attend the target schools.

In the Fremont School District, 4.5% of high school students are enrolled in continuation school. 20% of students enrolled in vocational education are vocationally disadvantaged. 11.2% of the children enrolled in feeder schools are on AFDC; 11.3% of the target high school students participated in the NYC Program during the summer of 1974. About 13.9% of the students are members of minority ethnic groups.

A study by TSENC and Carter (1967) showed that confident high achievers are more aware of an occupation's prestige and aspire to more prestigious occupations than do the fearful low achievers. Johnson and Bachman (1971) found that high levels of unemployment among recent high school graduates were associated with low scores in academic ability and low SES. Cosby and Picon (1967) reported that occupational aspirations were affected most by SES.

Community Problems and Needs

Lack of Fit Between Work and Workers:

One of the biggest community problems is the fact that there is a lack of "fit" between workers and work opportunities. Despite high unemployment, newspaper classified ads continue to reflect a need for workers with special skills.

Crime and Delinquency:

Communities also need to reduce the economic and social problems caused by youth unemployment. Huntington Beach District is currently involved in a project with the California Council on Criminal Justice, which is oriented toward youth crime prevention. Statistics from that project show the actual delinquency at 3.2% and the potential at 8%.

School Institutional Problems and Needs

Programs Not Available To All Students:

The schools have tried to respond to student and community needs, but they cannot do it alone. Discontinuities between groups and/or agencies cannot be resolved by the efforts of one agency alone. Those that have tried have made some progress, but systematic planning, implementation and evaluation efforts are lacking. One of the problems have been that most school career development-



vocational preparation programs have been aimed toward specific subgroups of the population, most notably the "terminal" student who expects to enter the labor force immediately after graduation. Emphasis on salable skills has increased for these students, but is still minimal for college prep students or handicapped students.

No Total Career Development Programs:

In a study conducted under contract with the U.S. Office of Education, the American Institutes for Research in the 1972-73 school year conducted a nationwide search for a vocational education system that included counseling, guidance, preparation, placement, and follow-through. Not one total system was identified in any school district in the United States. AIR did identify outstanding subprograms which addressed one or more of these parts of a total system, but at this writing we are not aware of any school district that has tried to put them all together.

Programs and Program Goals Ill-Defined:

Vocational education/guidance programs are generably ill-defined. Few beginning counselors have any previous work experience; for many of those who do, the experience was a part-time one, one of limited duration, or restricted to one company or one type of work. A recent survey conducted by the Center for Contemporary Studies in San Francisco found that few of the counselor-training institutions required a course in economics. The trend of professional journals, such as the "Personnel and Guidance Journal" and the Vocational Guidance Quarterly," to feature articles geared to training counselors in vocational counseling attests to the professionals! felt need for help in this area. Training programs to increase the competencies of currently employed counselors are meager and usually not specifically related to identified competency needs. Attendance at a professional convention, such as the California Personnel and Guidance Association Convention held in Los Angeles on February, 14 - 17, reflects an almost desperate desire and attempt on the part of counselors to achieve the competencies that they know are needed for current career development programs.

Lack of Knowledgeable Leadership:

There is a lack of in-house leadership in most school districts, and current budget constraints make it difficult for many districts to secure adequate consultant services. A quick check of the California Public School Directory shows a plethora of titles for district persons responsible for career education-vocational preparation programs; job descriptions are probably even more disparate than the titles. Of greater concern is the fact that the directory shows that only a small percentage of the districts identify a person whose prime responsibility is in the area of career development-vocational preparation.

Lack of Articulation Between School Levels:-

Another obvious problem in the schools is lack of articulation between levels. Students are lost between subsystems. Attempts by the Californa Personnel and Guidance Assocation to gather data on the percentage of students going on to institutions of higher learning who persisted beyond the first quarter, with such data relating to specific high school districts, indicates an appalling lack of articulation between high schools and community and four-year colleges. 'The large dropout rate during the first semester of college also probably reflects a lack of articulation on these levels. This problem is particularly difficult in

union high school districts whose feeder elementary and junior high schools come from a number of independent districts. Hunkington Beach is one such district.

Lack of Articulation Between School and Community:

The gap between school and work, which reflected in a study conducted during the fall of 1974 by the Industry Education Council of California. Although a number of programs was identified as trying to improve articulation by coordinated efforts with community business and industry, in most cases this coordination was on paper only, and neither the district nor the business community evidenced a full awareness of the problems and needs of their partner agency. In only a few districts, such as Covina, Fremont, and Huntington Beach, was there evidence of real efforts at diffusion, building on successes and modifying programs in order to reach more students and also to serve community needs.

Systemic Obstacles:

Schools' isolation from other agencies and disciplines, and their insulation against change is being addressed positively by some professional leaders; but there are still systemic obstacles that are difficult to bridge. One of these obstacles in California is a state law that requires that a teacher be assigned in the area of his major or minor training; on the face of this, the law is reasonable, but in conjunction with the teacher tenure law which grants tenure to any teacher with three years of successful assignment in a district, the administrator finds himself bound to the current curriculum with little flexibility for moving to changes from the more academic to the more vocational preparation oriented courses. The difficulty of moving from one curriculum to another, the closing of options to students, is largely a function of this rigidity of teacher assignment.

Cost of Vocational Preparation Programs:

Another problem in the schools is the cost of tooling up for vocational preparation programs. Until or unless the schools accept a partnership with the community, it is unlikely that the current minimal levels of preparation will be increased.

Inadequate Provisions for Special Problems of Minority Groups:

Minority students and students with other handicaps are particularly disadvantaged. During the USOE study conducted by AIR (Referred to earlier in this section), the dearth of information available about placement for minority students was shocking. Unfortunately, despite federal program efforts to encourage LEA's to provide rigid evaluation systems in order to make decisions concerning continuation and modification of programs, little such evidence exists. In a study by the industry Education Council of California, fewer than 10% of the programs identified had implemented meaningful evaluation systems.

The target high schools in Huntington Beach have 12.7% students of Spanish decent. Fremont's target school has 13.4% minority enrollment including Spanish surname, Asian, Black, and American Indian.

Although the problems and needs of youth, community, and schools addressed in this section have referred largely to California data, they can be generalized to other states, and, in most cases, to the nation as a whole. The significance of a coordinated effort to ameliorate some of these problems is in controvertible.



Specific Goals and Objectives

- Fremont Unifie d School District Project
- 1.0 Administration and Coordinaton
 - 1.1 Select and employ a site coordinator;
 - 1.2 In conjunction with the State, establish a board of directors for articulation, coordination and cooperation among the agencies involved;
 - 1.3 Select an external evaluator acceptable to all three units of the State Department of Education and Huntington Beach.
- 2.0 Conduct a Battell Institute designed needs assessment utilizing information from students, parents, representatives of business and industry, organized labor, government agencies and community service organizations in terms of desired student competencies.
 - 2.1 Compare present competency based training programs in terms of projected career development-vocational preparation program based on needs assessment;
 - 2.2 Compare present career cfusters and career ladder concepts in relationship to the needs assessment;
 - 2.3 Interpret needs assessment in relationship to the California Model and on the District Plan for Vocational Education.
- 3.0 Design an operational plan to implement an articulated Career Education system K-12 within the Irvington attendance area which will include the following activities:
 - 3.1 Coordinate with Huntington Beach through State Department of Education leadership liaison. Include in such coordination exchange of experts, procedures and materials;
 - 3.2 Promote cooperation between public education and manpower agencies by community involvement of students, parents, representatives of business and industry, organized labor, government agencies, community service organizations and the general public;
 - 3.3 Initiate development of meaningful articulation between feeder elementary and junior high schools and the demonstration high schools (with emphasis on what is and should be occurring in feeder schools to articulate with the high schools and building on career awareness and career exploration programs in the feeder schools), and between the demonstration high school and adult education and the local community college.

- 3.4 Broaden occupational aspirations and opportunities for young people by:
 - a. providing program components based on at least five career clusters with these career clusters developed sufficiently to serve as models of career cluster programs;
 - b. providing program components that reflect the career ladder concept and give students an opportunity to explore occupations at several levels;
 - c. providing career development and vocational preparation for students at the following functional levels: awareness, orientation, exploration, and preparation.
- 3.5 Create bridges between school and earning a living for young people through:
 - a. meaningful integration of school and community; e.g., use of community, classroom, contracted instruction/exploratory, general and vocational work experience programs, and other cooperative approaches;
 - b. relating career awareness and exploration to whatever vocational training programs are in operation in the high school district or in the Fremont-Newark ROP:
 - c. relating student training programs to employment opportunities to reduce unemployment;
 - d. educational placement and follow-through programs which extend students' awareness of an access to a variety of training routes, and which facilitate their transition from one training institution/agency to another;
 - e. job placement and follow-through programs which ut Nize currently available manpower information and coordinate with the local Employment Development Department.
- 3.6 Utilize a variety of strategies and resources to insure cost effectiveness and cost efficiency such as:
 - utilizing successfully functioning program units such as ROP and work experience programs;
 - utilizing new appraoches or tested innovations which have emerged from recent research and development efforts as appropriate;
 - c. building California's Regional Career Resource Center concept into their plan by utilizing the products of the Model Resource Center for identification of materials, procedures, tests and measurements, etc., which would be appropriate and desirable for Fremont programs;



- d. extended guidance, training and placement services for youths who have academic, socioeconomic or other handicaps;
- development of new, cost-effective strategies to help students
 attain desired outcomes in all areas of career development vocational preparation as specified in the needs assessment data.
- 3.7 Coordinate and cooperate with Huntington Beach through State Department of Education leadership/liaison, in order to minimize duplication of effort and development costs and to maximize utilization of plans, procedures and materials developed.
- 3.8 Develop an ongoing staff development plan to ensure staff competencies in planning, structuring, implementing and evaluating career development and vocational preparation programs.
- 3.9 Increase student attainment of desired outcomes in the areas of self-knowledge and understanding; educational alternatives; occupational training alternatives; leisure opportunities; career planning; decision making; vocational preparation; values and attitudes as they relate to job satisfaction, job mobility, and compatibility between work and worker.
- 3.10 Develop a cybernetic internal evaluation system which will provide for monitoring and feedback through interim reports to provide ongoing information to decision makers at each decision point (administrators, teachers, and counselors and students), thus ensuring a dynamic and effective system which is always focused on student outcomes.

4.0 Design and implement an internal evaluation system

- 4.1 Establish and implement procedures for monitoring progress and provide for interim modifications based on decision date, to ensure cost effectiveness. Cost effectiveness in this instance refers to outcomes being attained within the projected costs; this may require en route program modifications;
- 4.2 Develop an internal evaluation system which focuses on the relationship between staff competencies mastered and desired student outcomes, and which provides rapid feedback for decision makers to strengthen/modify training programs;
- 4.3 Establish and implement an external evaluation system which validates outcomes trhough objective assessment procedures, and which provides for pertodic reports related to specified outcomes and timelines.
- 4.4 Cooperatively identify an external evaluator or team of evaluators acceptable to all three units of the State Department of Education and to both LEAs, who will serve as an ex officio member of the Board of Directors. Criteria for selection of the evaluator(s) (will be defined by the Board of Directors.



2. Huntington Beach Union High School District

Identification of Student Competencies - The project participants will identify the essential competencies for a career education model for students. These competencies will be consistent with the State Plan for Vocational Education, the California Model for Career Development and local community standards. The competencies will be selected and prioritized by January of 1976.

Specific Outcomes - Specific outcomes will include:

- a. The project schools and the community will be involved in the needs assessment process.
- b. The committee-derived competencies will be related to the existing career education program based on the needs assessment.
- c. Career cluster and ladder concepts will be related to the student competencies for later inclusion in curriculum as strategies.
- d. Provision will be made for articulation of the total program between all levels, school community and industry.
- e. An exchange of ideas, procedures and materials will be made between the project sites and other members of the consortium.
- f. Continuous monitoring will take place through an internal and external evaluation system.
- 2. Development of Implementation Strategies An implementation program based on the identified competencies will be prepared which will be consistent with the plan for vocational education and the California Model for Career Development. This plan will be completed by June of 1976.

Specific Outcomes - Specific outcomes will include:

- a. Community, staff and students will be involved in the design of the implementation model; this includes members representing private schools.
- b. Articulation will take place in program changes which will affect feeder institutions.
- c. Broadening of occupational aspirations and opportunities will be accomplished by:
 - 1. Providing for the inclusion of a minimum of five complete cluster models as program components.
 - 2. Providing programs which express a career ladder concept and allow students to explore several levels.

- 3. Provide career development and vocational preparation at the following levels: awareness, orientation, exploration and preparation. Special emphasis will be given to the economically disadvantaged student.
- d. Identification of specific bridges between school and earning a living which can be broadened in implementing the curriculum.
- Cooperation Between Agencies The project team Will utilize existing developmental resources and cooperate between agencies to ensure cost effectiveness and avoid duplication of effort.

Specific Outcomes - Specific outcomes will include:

- a. Relating career awareness and exploration to whatever vocational programs are in operation.
- b. Relating student training to employment opportunities to reduce unemployment.
- c. Education and job placement and follow-through of students in the program.
- d. Exchange of materials, information and programs will take place between members of the consortium.

III. MAJOR ACTIVITIES AND EVENTS

1. Fremont Unified School District

This project was designed to make changes in our educational system that would allow students to better prepare themselves for their life roles and responsibilities. Too many students leave our school system without any future plans or directions in their lives. This is true across the country as well as in Fremont. The billions of dollars the federal government spends annually on this youth transition from school to work is proof that this is a serious problem in our country.

To make the necessary changes in the educational system in Fremont, three major areas were identified as concerns by the project staff.

- Do we have community support?
- Will the teachers support the idea to make changes in their classes?
- Will students be given the opportunity to take responsibility for their decisions regarding future plans and the courses they plan to take?

The major portion of the project was designed to address the problems described above. The following goals were established for the project:

- Conduct a needs assessment utilizing information from students, parents, representatives of business and industry, organize labor, government agencies and community service organizations in terms of desired student competencies.
- Design an operational plan to implement an articulated Career Educated system K-12 within the project attendance area.
- Increase student attainment of desired outcomes in the areas of self-now-ledge and understanding; educational alternatives; occupational training alternatives; leisure opportunities; career planning; decision-making; vocational preparation; values and attitudes as they relate to job satisfaction, job mobility, family and citizenship planning and compatibility between work and worker.

<u>Results</u>

The project produced the Fremont Unified School District/Skills Assessment. This program involved 537 members from all aspects of the community. They produced 2,020 skill statements that our schools should be teaching in order for youth - "to make it in life". Detailed information and the final report are included in Appendix 8.

The project adopted and began to infuse into district schools K-12 career education articulated program which is described in detail in Appendix C.

The project implemented and refined a semester career decision-making program at the high school level. This included implementation of the SEARCH program from state of Oregon. Appendix C details course outline, SEARCH and selected activities used in class.

As a direct result of this project, fifty-five schools in California have adapted career decision-making activities for use in their schools.



GOAL - Conduct a Community Needs Assessment

MAJOR ACTIVITIES

~ 1975-76 **-**

Conducted a Community Skills Assessment as described in Appendix A.

1976-77

Board of Education adopted the Fremont Unified School District Skills Assessment.

1977-78 -

Skills Assessment became part of graduation requirements committee report.

GOAL - Implement an articulated Career Education System K-12.

1975-76 -

Conducted survey of student and teacher attitude towards school. Appendix D. Conducted 3-day Affective Accountability Workshop for all students, staff and personnel at Irvington High School.

1976-77 -

Began in-service program for junior high school staff. Conducted in-service workshops with selected (rvington High School personnel.

1977-78 -

Adopted articulated K-12 Career Education program as described in Appendix B. Producted Career Education in-service training for 300 teachers in Fremont Unified School District. Provided special in-service for junior high school staffs from Appalachia Educational Laboratory and the SAAS program. Dr. Vince Barry, Director of the National Center for Career Education, addressed staff and community members on career education.

GOAL - To allow students to make valid decisions about their future, the project:

1975-76 -

- Implemented a semester career decision-making program for all sophomores at Irvington High School.
- Organized the Career Guidance Center at Irvington High School by function, cluster and worker train group.
- Implemented career guidance program at the 9th, 11th, and 12th grade levels for all students through Career Guidance Centers.

1976-77 -

- 3 day workshop for project staff and teachers will staff of the Appalachia Educational Laboratory.

- Refined career decision-making activities and grade level programs based on student evaluations and teacher observations.
- Implemented career guidance activities in all district junior high schools.
- Implemented selected career education activities in Irvington Attandance Area elementary schools.

2. Huntington Beach Union High School District 1975-76

. The three major program objectives of the Huntington Beach Career Education Program were to a major degree accomplished by the end of the first year of funding. The major developments and accomplishments were: (1) the identification and organization of essential competencies for the comprehensive career education model; (2) the education, communication, and utilization of cross-sectional committees composed of staff, students, and community; (3) the development of a plan consistent with the California Career Development Model, the California State Plan for Vocational Education, and the California Career Education Goal; and (4) the development of plans for implementation the program of identified competencies to the creation of curriculum guides, implementation plans and supplementary records, and assessments for the use in the implementation plans. Those aspects of objectives that were not fully attained related to the assessment of the reaction of various participants of the developed projects, the validation of the projects with the various school and community groups, and the assessment of the validity of the guides and plans that were created for the second year of implementation.

<u> 1976-77</u> -

The major objectives for the second year of the program identified by the Huntington Beach Career Education Program were: (1) to validate the career education competency based model with staff, students, and community; (2) to conduct a staff development program which would develop staff competencies of project teachers for the use of the competency based curriculum model; (3) to implement the competency based model in four school settings; (4) to carry out an assessment and evaluation of competencies through specific student outcomes.

The project objectives were achieved with the competencies being ratified by the staff and adopted by the school district. Sepcific professional development programs were conducted on a regular basis with the staff. Student assessment toward specific competencies from the project model were traced. An unidentified objective of importance to the model was the beginning of dissemination of competency materials throughout the State of California. In relating to the first year interim report, the major recommendations of the report were addressed by the project staff.

<u> 1977-78</u> -

The major objectives for the third year of the program were: (1) to further assess student results as they relate to graduation requirements for career education in the high school district; (2) to further measure staff involvement in the implementation of the model; (3) to

provide for dissemination of the implementation of the model; (4) to show specific objectives and implementation procedures as well as basic evaluation criteria.

The project objectives were achieved with student results assessed as they relate to graduation requirements for career education in the high school district. Graduation requirements in career education were approved this past year by the Huntington Beach Union High School District Board of Trustees. The results of student evaluation indicated that improvement occurred in their knowledge and awareness of the materials that were avialable to them in career education. During the year there was great involvement of the total staff from both project sites in the implementation of career education through assessment of curriculum content to the career education competencies. There was involvement by guidance and instructional staff in inservice sessions devoted to the use and availability of career education materials resulting from this project. The third year emphasis on dissemination of the implementation model included district, state, and national demonstration activities. These resulted in numerous requests for specific inservice to districts and/or individual high schools of the career education program as well as requests for products from the project. There was an increased articulation with the elementary feeder schools involved in the project through the dissemination activities. Evaluation criteria was developed with the use of the external evaluator.

Major Activities

- During the three years of funding, the Huntington Beach Union High School District joined with the Fountain Valley School District to produce a K-12 Model for Career Development. High School sites involved in the project were Edison High School and Huntington Beach High School representing the grade span of 9-12. The elementary school sites included in the project were Bushard School and Lamb School representing the grade span of K-8. The project was based at these four sites and included the full staff involvement of these schools. Staff members throughout each district had opportunities to be involved in the development of the final model. Objectives of the Project were:
 - 1. Identify specific competencies for students needs in individual career development.
 - 2. Develop a sequential program to deliver the competencies in an articulated model K-12.
 - Incorporate in the model existing resources and strategies for the development of plans for implementing the program of identified competencies.
 - 4. Develop plans for implementing the program of identified competencies.
 - 5. Validate career education competency based model with staff, students, and community.



- 6. Provide a staff development program.
- 7. Implement competency based model in school settings.
- 8. Assess and evaluate competencies through specific student outcomes.
- 9. Assess student results as they relate to graduation requirements for career education.
- 10. Involve staff in the implementation and infusion of career education in the classroom.
- 11. Disseminate model for career education.

Needs Assessment

Since the basis of effective planning and projected change must be based on qualitive baseline data, the two districts assessed all available information existing on current student progress toward individual career development. The process included:

- 1. Assessment of existing or easily accessible data regarding student progress toward careers.
- 2. Studied comparative competencies for career development. These materials were synthesized to derive essential elements which should be achieved by the districts and prioritized for implementation in the curriculum.
- 3. A "Fresno plan" was used to select and prioritize the specific essential competencies to be implemented by the project schools.
- 4. Committees were selected representing teachers, students, parents, business and industry representation. This group prioritized those competencies to be implemented in the curriculum.

Career Education Compentencies

The needs assessment provided a broad background of information for the development of the identification of specific competencies that would relate to the 16 concepts of the career education model.

Identification of Student Competencies for Career Education

A strategy was employed to use a panel of experts, a cross-sectional advisory group of elementary and high school staff members and an advisory group to identify essential competencies for career education. The product of these groups was a succinct model of essential competencies for the 16 concepts of the four major areas of career education:

(1) Career planning and decision-making; (2) Education, work and leisure alternatives; (3) life style and personal satisfaction; (4) occupational growth. The competency model, because of its many and varied inputs, is not owned by vocational education or guidance or career development separately, but its ownership is in relation to the basic curriculum of the districts and to the schools in a K-12 program.

The comprehensive career competency model is based on the belief that the educational program should promote an infusion of developmental experiences in Career Education. Career Education is not an appendage of the regular curriculum but is an infusion and integral part of the curriculum. Career Education becomes both the content and methodology of instruction rather than a particular support or additional service that is provided to the regular educational program. This principle of the competency based model is further explicated through the following six tenets:

- Career Education should increase the awareness and aspiration, of all students and expand their career options.
- 2. Should be an integral part of all disciplines.
- 3. Should develop attitudes, self-realization, development skills, human relation skills, and habits to enhance the transition to the world of work.
- 4. Should build bridges connecting knowledge, skills, life, and career preparation.
- 5. Should be sensitive to the changing inter-relations between work and leisure.
- 6. Developmental, continuous and flexible enough to adapt to societal changes.

Writing of Curriculum Guides

Based on the identified competencies, curriculum guides were written for K-3, 4-6, 7-8, and 9-12. These guides are organized to address each major area and each of the concepts and competencies that are particularly applicable to the age or level of educational program for which infusion is planned. They present curriculuar objectives for the competency area of the curriculum for which infusion is intended, the suggested content, a variety of learning activities and resources for infusion and assessment strategies to determine the degree to which the competency has been attained.

Ratification of Career Education Competencies

Forms were developed for each of the levels of competencies with elementary teachers responding to all competencies related to the age span in which they taught and secondary teachers responding to

randomly selected sections. Results were summarized and resulted in the adoption of the competencies by the high school Board of Education.

Staff Development

Bushard Elementary

- 1. Meetings held to identify priorities and expected outcomes.
- 2. Time-task analysis provided for implementation.
- 3. Planned, developed and operated a student store. Provided in-service to other schools.
- 4. In-serviced teachers.
- 5. Informal discussion of materials carried, on daily with teachers.
- 6. Demonstrated career education lessons for 8th graders.

Lamb Elementary

- 1. Orientation of staff to project.
- 2. In-service in use of materials.
- 3. Core staffs reviewed and modified plans to meet desired competencies.
- 4. In-service on materials and procedures for 8th
- 5. Parent in-service to utilize career activities and materials.

Edison High School

- 1. Departmental in-service on use of curriculum guides.
- 2. Teacher visitations provided for career education programs.
- 3. Entire staff reviewed career education graduation competencies for infusion into instructional program.
- 4. Teacher advisory committee utilized for student planning and career folders.
- 5. Provided in-service to other schools in District.

<u>Huntington Beach High School</u>

- In-service to social studies teachers on orientation to high school unit.
- 2. Meetings held for ratification and use of curriculum guides.
- 3. Held professional day program



- 4. Guidance staff in-service on use of materials.
- Career center teacher and volunteer in-service.
- 6. Identified career education advisory group.

Assessment of Competencies Through Specific Student Outcomes

<u>Elementary be vel</u> - analysis of data indicates greater growth in knowledge and awareness of career education.

<u>High School level</u> - analysis of results of pre and post test data indicates students demonstrated higher awareness, knowledge, and understanding, and application of career education.

Dissemination

Please see specific heading for major activities of dissemination.

Tasks of Personnel Involved in Project

1. Project Director

Worked with districts to determine staff members who would be involved in assessment, identified community participants, coordinated the assimilation, collection and production of assessment data, met with project site coordinators, prepared quarterly, year-end, and final reports, facilitated dissemination activities, and provided general overall administrative responsibility (including fiscal reporting) of the Part D project.

2. Secretary

Provided clerical assistance in producing data and quarterly reports and communicating with participants in the project.

3. Site Coordinators

Assisted in working with the staff involved in the project and assisted project director in facilitating the project. Produced products of the project to be used in infusing Career Education in the curriculum, and worked cooperatively on dissimination activities.

4. Committee Mémbers

Provided team effort, in selection of specific competencies implemented in the instructional program.

5. External Evaluator

Assisted in assimilation of data, designing of format for surveys and validation of final results.

Dissemination activities during the last year of the project included cooperative demonstration meetings conducted by all members of the consortium as well as some



individual efforts by the Huntington Beach Union High School District and the Fountain Valley School District project staff. These activities are further defined and described under the section of dissemination in this report.



1. Fremont Unified School District

- An over ambitious first year especially in attempting a massive 3-day workshop for 2,500 people. In addition, the principal, a prime mover for change, had just had an operation and taken a new job. The faculty was saying - "will the new principal make me do this?"
- A cut in Part D funds during the second year of the project eliminated plans for intensive in-service program planned for that year.
- Lack of knowledge on how to use community properly and follow-up with assessment processes.
- A 15 day teacher strike all but eliminated in-service plans for the Fall 1977 semester.

These delays prevented the project from completing some objectives originally planned. This is primarily a follow-up with schools after initial in-service career education workshops.

- Teacher moral regarding strike, cutbacks, pay, etc. was always a negative force against "something new".
- Huntington Beach Union High School District

The following were problems and/or variations and changes that occurred during the three year project at Huntington Beach.

The original project objectives were modified in the first year of operation due to a reduction of available funds. The modified school objectives addressed the major portions of the original model with the exception of the modification of the vocational preparation model to make it consistent with the California Career Development Model as the school district related its program to the state plan for Vocational Education. During the second year the objectives varied primarily in the requirement for training a cadre of persons from other school districts, county offices, etc., for purposes of dissemination of the project model. It was felt to be more important to address measurement of student results and to obtain teacher support in the implementation of the model prior to dissemination. In the thrid year dissemination activities took place with numerous visits to school campuses and districts as well as demonstrations at professional conference. There was some problem in the initial phase of the second year in bringing staff aborard for the project due to in-house policies of personnel selection. One other high school, came on board during the second year of the project and did not progress as rapidly in their implementation because they needed to bring staff acceptance and qualifications up to the level of the original schools (Edison High School and Bushard School).

While all four schools had the major goal of infusing Career Education into the total curriculum, the techniques used by each individual school differed somewhat depending upon the staff invovled and the organizational structure of the school. During the final year of funding greater emphasis was given to the development of infusion strategies leading to the ultimate goal of Career Education becoming an integral part of the total curriculum.



Fremont Unified School District

Items that appeared in local newspapers regarding the project are found in Appendix H.

The following visited the project during the three year duration. Over 800 persons visited the project site during the 1975-76 school. The sign-in sheet was misplaced, but the following letters of appreciation were received:

Operating Engineers Local Union No. 3 Ohione College Fremont Medical Laboratory Fremont-Newark YMCA Dawn Breakers Lions Club' - Fremont Explorers Scout's Shannon's Paint』Icn. 🥂 Moreau High School Fremont Chamber of Commerce ... Norwalk-La Mirada Unified School District Orange County Dept. of Education San Ramon Valley Unified School District Sacramento City Unified School District Live Oak High School Crescent Valley High School La Mesa - Spring Valley School District Northern California Personnel & Guidance Association West Linn High School Portland Public Schools Northe Clackamas School District Delano High School Fremont Unified School District California Business Education Association California Association of Work Experience Educators Career Planning and Placement Center Mountain View-Los Altos Union High School Dist. Memorial High School Suzanne M. Rubel Southern California Conference of Seventh-Day Adventists San Carlos High School Los Almos High School duPont Manual High School Grant Park High School Fremont High School Visalia Unified School District Campolindo High School General Electric City of Fremont Sonoma Valley Unified School District Tamalpais Union High School District Rancho Catate/High School Acalanes Union High School District





1975-76 School Year (con't.)

Orland High School San Mateo County Board of Education Morgan Hill Unified School District The Winnipeg School Division No. 1 California Polytechnic State University San Rafael City Schools California Advisory Council on Vocational Education.and Technical Training Clovis High School Campbell Union High School District Ellis-Prosser Research --Santa Clara Unified School District Huntington Beach Union High School District San Jose Unified School District Superintendent of Schools - County of Alameda Tuaire Union High School San Mateo Union High School District Industry-Education Council of California Hanford Joint Union High School

2. Huntington Beach Union High School District

The following school districts, colleges and community representatives visite the project during the 1976-77 school year.

Ohlone College General Motors San Franciscó State University Sonoma Morgan Hill Teacher Pittsburg High School Employment Development Department Mountain Veiw High School Adv. & Promotion Director from Fremont Hub U.S. Army Recruiter UC System (Berkeley) Seaman U.S. Navy American High School Teacher St. Mary's College Fremont Parent U.S. A.F. Recruiting A.N.G. Recuriting Ass't. Principal of Downey/Modesto Davis High School Memorial High School Ukiah Campus Chabot Valley Chabet College DeAnza High School Irvington High School Parent Newark High School Palo Alto Unified

Kit Carson Mid School McClathy High School Stoermer Reality Handyman Fremont Medical City of Fremont Cardoza & Bickard **UA Nevell Enterprises** Ygnacia Valley High School Del Valle Delano High School Wells int. Fairfield High School Vanden High School Police Office Probation Dept. Robertson Junior High School Monte Vista High School Santa Monica High School University of the Pacific Albany High School Metropolitan Adult Education Prog. Piedmont High School Skyline High School Peralta Community College Castlemont High School Golden Gate University

1976-77 School Year (Con't.)

Presentation High School Mt. Eden Loyola Marymont University Willow Glen High School Seattle Pacific College Olivas/Mission Elementary AB Morris High School BACEC Oakdale High School Riverbank Fremont Christian High School Sonoma High School Holy Names High School Holy Names College Earl Nightingale Corporation Johnson High School American Legion High School Gilroy Unified School District Campbell Unified High School Del Mar High School Branham High School Westmont, High School San Leandro High School San Rafael High School Junction High School Arroyo Seco High School Granada High School WYCEI S.L.U.S.D. Alameda County Mesa Verde High School C.G.A. California High School Qakland Unified Career Education Unit U.S. Army John Muir High School Vacaville High School San Mated Unified High School District Hamilton Jr. High School Roosevelt Jr. High School Grant High School Sobrant Park High School Hoover Lower Emerson High School San Jose State University Richmond Schools

Pepperdine University Tómalis High School Mt. Diablo High School Fremont Flying School State Department Appalachia Education Lab South-Western Publishing Co. El Camino High School South San Francisco District South San Francisco High School Los Altos High School Kennedy High School Moreau High School Alhambra University of Santa Clara Foothill College Convent Secred Heart Edison High School Woodland High School Yerba Bueno Highi School Woodland High School National Gard Time Share Corporation Memorial High School Redwood High School San Jose Community College Foothill High School Merdy High \$chool Beyor High School Milpitas Unified School District Mission San Jose High School Nakland Recreation Fremont-Newark YMCA Hayward Unified School District National Center for Career Education Bancroft High School Fremont Afro Oakland Public Schools Madison Jr. High School Bret Harte High School Markham High School W.W. Jr. High School Havencourt High School Castlemont High School Gunderson High School Helms Jr. High Cal Poly

Overfelt High School

The following school districts, colleges and community representatives visited the project during the 1977-78 school year.

Chabot College Newbury Park High School Tomales High School Mt. Eden High School Ohlone College U.C. Santa Cruz Community Employment Program Eareer Occupational Pre-Employment Recruiter Encinal High School~ Evergreen High School Lodi Unified School Disttict Lodi High School San Jose State University Gilroy High School Logan High School California State University San Jose Novato High School Castro Valley High School Hayward Adult School Modesto Schools Sacramento High School Tamalpals High School Downey High School Riverbank High School Arroyo High School East Stanisalus High School Marina High School Grace Davis High School Holy Names College College of Norte Dame Star of the Sea Academy

Livermore High School

Reyer High School Rancho Cotate Ceres High School Patterson High School American High School Centerville Jr. High School Fairfield High School Alhambra High School Watsonville High School Sunnyvale Elementary School Dist. Luther Burbank High School Campbell Unified High School Xanthos House Await High School U.S. Air Force Truckee High School: Monte Vista High School Sacramento City Schools Contra Costa R.O.P. Linden High School Redwood High School Sinaloa High School Live Oak High School ACTEB/ACAP San Lorenzo High School Sacramento High School Parkdale High School Acalanes High School Piedmont High School University of Protland Sweetwater Union High School Dist. Granada High School 👉



VI. DISSEMINATION ACTIVITIES

Fremont Unified School District

The following presentations were given during the project.

1975-76

Southern Section Conference CAWEE - San Diego - Northern Section Conference .CAWEE - Burlingame - California State Vocational In-Service programs at:

Eureka Modesto / 'Hayward . Salinas San Luis Obispo Ventura Ontario

Sacramento Fresno San Jose Monterey Morro Bay Anaheim San Diego

-Western Association of Cooperative and Work Experience Education.

-State Convention CAWEE - included:

- -Student panel
- -Needs Assessment
- -SEARCH and Career Decision-Making

The following presentations were given during the project.

1976-77 Presentations

- -Dawnbreakers Lions Club Fremont
- -CAWEE Capitol Chapter Sacramento
- -Cal Poly San Luis Obispo
- -Northern California Personnel & Guidance Association
- -San Jose State University Vocational Masters Program
- -California Business Education Association State Convention
- -Orange County Guidance Association State Convention
- -Northern Conference CAWEE Santa Rosa -Southern Conference CAWEE Pasadina
- -California Business Education Association State Convention
- -The Third National Forum on Education and Work San Francisco
- -The California Personnel and Guidance Association State Convention
- -National College Board Convention
- -State Convention California Association of Work Experience Education
- -Western Association of Cooperative and Work Experience Education
- -Western Region Part D Dissemination Workshop

1977-78 School Year

- -Cal Poly San Luis Obispo
- -Southern Conference CAWEE
- -Northern Conference CAWEE

- -California State Career Education Conference
- -American Vocational Association
- -Western Association of Cooperative & Work Experience Education
- -McKnight Publishing Company
- -California State Master Trainers Workshop
- -Alameda County Vocational Education Workshop
- -National Part D Dissemination Workshop
- -State Department Workshop
 - -Huntington Beach
 - -Los Angeles County
 - -San Jose

-2. Huntington Beach Union High School District

THE FOLLOWING GROUPS AND/OR INDIVIDUALS WERE FURNISHED WITH PRODUCTS AND/ON INFORMATION RELATED TO THE PART D PROJECT:

Pacoima Junior High School 9919 Laurel Canyon Boulevard Pacoima, CA 91331

Marie Davis Bella Vista High School 8301 Madison Avenue Fair Oaks, CA 95628:

Delmar Thompson Palo Alto Unified School District 25 Churchill Palo Alto, CA 94306

Arcadia Unified School District 234 Campus Drive Arcadia, CA 91006

Liberty Union High School 850 Second Street Brentwood, CA 94513

Compton Unified School District 604 S. Tamerind Avenue Compton, CA 90220

Simi Valley Unified School District 875 East Cochran Street Simi Valley, CA 93065

Clovis Unified School District 5545 E. Herndon Avenue Clovis, CA 93612

Louis Market

Mt. Pleasant School District 14265 Story Road San Jose, CA 95127

Barbara J. Woll 110 W. Bort Long Beach, CA 90805

Kathy Secan Lennox High School 11033 Buford Avenue Lennox, CA 90304

Dorothy Gier 13229 Pipeline Chino, CA 91710

Bassett Unified School District 904 N. Willow Avenue La Puente, CA 91746

Los Altos High School 201 Almond Ave. Los Altos, CA 94022

Centinela Valley Union High School Dist. 12226 S. Hawthorne Way Hawthorne, CA 90250

Decatur School District #1 101 West Cerro Gordo Decantur, [11]nois 62523 Sonoma County Office of Education 2555 Mendocino Avenue Santa Rosa, CA 95401

Archbishop Mitty High School 5000 Mitty San Jose, CA 95129

Oak Grove School District 6578 Santa Teresa Blvd. San Jose, CA 95119

Chino Unified School District 5130 Riverside Drive Chino, CA 91710

Sweetwater Union High School District 1130 Fifth Avenue Chula Vista, CA 92011

Santa Ana College⁾
17th at Bristol
Santa Ana, CA 92706
San Luis Costal Unified School Dist.
San Luis Costal Unified School Dist.
1499 San Luis Drive
San Luis Obispo, CA 93401

Whittier Union High School Dist. 12102 E. Washington Blvd. Whittier, CA 90606

'Antioch Unified

Garden Grove Unified

Mission Viejo High School

Anaheim Union High School Dist.

Vista Unified School District

Montebello Unified School District

Porterville High School

Santa Ana Unified School District

Brea-Olinda Unified School District

Grossmont Unified School District

Appalachia Educational Lab., [nc. P. O. Box 1348 Charleston, West Virginia 25325

Visalia Unified School District 313 E. Acdquia Visalia, CA 93277

Woodland Joint Unified School Dist. 175 Walnut Street Woodland, CA 95695

Amador Valley Joint Union High School Dist. 8th and Dow Streets Pleasanton, CA, 92655

Monterey Peninsula Unified School Dist. 700 Pacifica Street Monterey, CA 93940

Marie Bungardner 305 North Ohio Coffeyville, Kansas 67336

Buena Park School District 6885 Orangethorpe Avenue Buena Park, CA 90620

Placentia Unifi ed School Dist. 1301 E. Orangethorpe Placentia, CA 92670

Elk Grove Unitied School Dist. 8820 Elk Grove Boulevard Elk Grove, CA 95625

Los Gatos High School P. O. Box 248 Los Gatos, CA 95030

School District No. 1 464 S. Alameda Avenue Klamath Falls, Oregon 97601

David H. Benson Helen Brock Kathleen Bull James V. Caffiero Maureen J. Cline Marie Davis Mary Hagen Edmund Jauch Isabelle Keller Nancy Kemp Jeraldine Paddeck Rio Linda Unified School District P.-O. Box 68 Rio Linda, CA 95673

Orange Unified School District 370 N. Glassell Street Orange, CA

Milpitas Unified School District 480 Corning Ave. Milpitas, CA 95025

Sacramento City Unified Schools P. O. Box 2271 Sacramento, CA 95810

Norwalk-LaMirada Unified Schools^a 12820 S. Pioneer Blvd. Norwalk, CA 90650

American Institutes for Research in the Behavioral Sciences
P. 0. Box 1113
Palo Alto, CA 94302

Robert Robinett Dorothy Stevens

Folsom-Cordova Unified 1091 Calona Street Folsom, CA *

Berkley J. Summers Saratoga High School

Fred Rusk
Rancho Cotate High School
5454 Snyder Lane
Rohnert Park, CA 94928

Marlene Schuessler Awalt High School 3535 Truman Avenue Mountain View, CA 94040

Carlmont High School 1400 Alameda Belmont, CA 94002



Representatives visited the following schools of the Huntington Beach Project:

<u>September</u>

Alhambra High School, Alhambra, CA - Linda Holson Costa Mesa High School, Costa Mesa, CA - Gerri Evans Estancia High School, Costa Mesa, CA - Principal Agnes Smith Elementary School, Jan Hufmaster Carl Jenorolski, Fountain Valley High School Nanette Pastor - Volunteer Coordinator, Golden West Collège Carl Jenorolski, Fountain Valley High School

<u>October</u>

Barstow High School, Barstow, CA
Bushard High School, Fountain Valley, CA
Lamb Elementary School, Fountain Valley, CA
Westmont Elementary School, Westminster, CA
Nancy Petty - Manpower CETA Liaison
Carl Clausing, Community Member H.B.
Ron Klein, Orange Coast College
Stan Greene, State Department of Education
Ivor Thomas, Educational Testing Services

November

San Diego, Grossmont High School
Don McAlister, HBUHS district Board Member
Lowel High School, La Habra, CA - Diane McAlister
Sonora High School, Linda Deckert, Whittier, CA
Dowyer Elementary, H.B., Dr. Frances Bennie
Grossmont High School, San Diego, CA

December - January

California State University, Long Beach, Dr. Swan's Class
BreatOrlinda High School, Brea, CA - Gary Holman
Carol Leva - School Site Council - Parent
Jim Curley - Rene Ferguson - Orange County Department of Education
El Toro High School, El Toro - Ruth Nader, Career Education Counselor

A complete mailing list of all people receiving materials from the Huntington Beach Project is found in Appendix H.

Fremont Unified School District

Various instruments were used to evaluate programs in the project. This included evaluating Career Decision-Making program, in-service training, grade level programs, etc. The purpose of this evaluation was to review the input and make necessary changes that were needed to improve the program. A sample instrument given to all career Decision-Making students through the project is found in Appendix A.

2. Huntington Beach Union High School District /

During the duration of the project, information evaluation instruments were used to determine effectiveness of program activities including dissemination efforts. Analysis indicated extremely good acceptance of those activities evaluated.

Student outcome assessment data provided conclusive evidence of increased growth, awareness and knowledge in the area of career education as a result of participation in project activities.

Examples of student assessment instruments are found in Appendix H

The Third Party Evaluation report appears in Appendix A.



VIII. STAFF EMPLOYMENT AND UTILIZATION

1. Fremont Unified School District

Staff Employment

Jim Mayo, Director of Career Education, Vocational Education and Regional Occupational Program, was the project director for the first year. 2% of his time was allocated to the project.

Homer Sweeney was Project Coordinator during the first year of the project.

100% of his time was spent on the project. He became Project Director during the second year of the project when career education was taken from vocational education and placed under the District's Division of Instruction.

All Decision-Making teachers spent 100% of their time on the project. Only portions of their salary were paid by the project, the other by the school district.

During the final semester of the project, Al Matto was added as a full time in-service coordinator for the project to assist in dissemination activities.

The project staff participated in the following staff development.

Affective Accountability Workshop

The project director was a participant in affective accountability workshops presented by Dr. Al Wight both in Utah and Wyoming. These were prior to our 2,500 person 3-day workshop at Irvington High.

Three Day Affective Accountability Workshop

The entire staff of Irvington High, parents, community members, school board members, teachers from other schools and the students attended the three day workshop at Irvington High.

Appalachia Education Laboratory

The project staff was trained by AEL in their decision-making process. This training was intensive for the first year with follow-up activities each through the duration of the project.

McKnight Career Decision-Making Workshop

As a result of our participation with the Appalachia Educational Laboratory, as both a test and developmental site. The director attended a McKnight Career Decision-Making training course.

• Choice

Many members of our Elementary schools expressed an interest in project Choice materials. One counselor was selected to attend a Choice workshop in Sacramento. She attended the workshop and returned with information and materials which were then shared with other teachers and counselors.



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Introduction to Career Education Workshop K-6

The project staff developed a workshop to introduce teachers, counselors, administrators and parents to the concept of career education as a first step toward infusion. Persons from every project elementary school attended one of these workshops, some junior high personnel also attended.

Appalachia Educational Laboratory

Personnel from AEL trained a group of counselors, teachers and administrators from six district junior highs. As a result, all of these junior high schools used Appalchia student activities in their classrooms with some of their eight grade students. At Robertson Junior High, all eighth graders made use of Work Activity checklist and Interest Activities checklist. The results of these activities are in the student files at the Irvington High Project site.

SAAS (Self Assessment Appraisal Survey)

Stan Ostrom (the author of the SAAS) put on a workshop for a group of counselors, teachers, and administrators from our six district junior highs. As a result, each junior high used this instrument with some of their eighth grade students. Horner Junior High bought enough materials to give all eighth graders this instrument. The eighth graders at this project site used the SAAS Results to help them plan their ninth grade courses at Irvington High School.

Dr. Vince Barry (NCCE)

Dr. Vince Barry, the director of the National Center for Career Education, made two presentations to the Fremont School District staff. Members of Alameda County Office of Education, Santa Clara Office of Education, private schools, representatives of other districts and members of the community were also present. Dr. Barry discussed what career education is and how it fits into the curriculum.

Master Trainers

The project staff has been active with the Master Trainer program in the state of California. The Master Trainer program trains practitioners in the field (teachers and coordinators) to train others to infuse career education in their classrooms and involve the community in the educational process. As a result of this involvement, part of our staff has been trained and are now active Master Trainers for the State Department of Education in California.

• NCCE Trainers

The project staff was inserviced by the National Center for Career Education. The inservice workshop was 40 hours and took place August, 1977 at Cal Poly San Luis Obispo. Part of the staff are now trainers for the NCCE process which is coordinated with the California Master Trainer project.

• NCCE Follow-up (Fremont)

The staff put on a workshop for members of our staff as well as those outside the district that participated in the 40 hour Workshop at Cal Poly. The purpose was to share what has been done and where we go from here. The result was further activity in our district related to the NCCE process.



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SUMMARY

The purpose of this project was to make changes in education. Changes that will better prepare our students for the roles they will play in society, as a citizen, family member and wage earner. Making changes in education is not easy. There are many reasons for this, including teacher training and beliefs, cutbacks in educational funding, lack of knowledge concerning the real purpose of education which can confuse not only students but teachers, parents, and the community as well.

To be successful in changing education --- the community must be actively involved. The project attempted this by conducting the Community Skills Assessement during the first year. The skills assessement process was very successful, to the fact that 580 members of the community informed the school what they should be teaching students - to make it in life. These statements were used as part of basic graduation requirements. But follow-up, curriculum development and continued community input was missing. The need for real community participation came into focus during the last year of the project.

To be successful in changing education —— continual administrative support is needed from the district and the school level. This project had administrative support and because of it, was able to make significant changes in a school requiring Career Decision-Making for all sophomores; establishing career programs at all grade levels; establishing an exploratory program and doubling the size of the Work Experience program all within a school budget. Some administrative leadership has changed, the program has begun to decline.

To be successful in changing education --- it is extremely important that "we return to the basics". In this case, we are emphasizing the fourth "R" - responsibility which maybe should be the first "R". Students must begin to take responsibility for their own lives in school and by the time they leave the school system, be able to be responsible for themselves. Without this basis, we are not preparing out students properly to cope with the problems they will face as adults.

This project first focused on a Career Decision-Making program. It started with a course required for all sophomores. The course was developed so that students could learn about themselves, the world, including occupations, and a valid method to make decisions. The problem in education is that too many times it is the teachers or the counselor values affecting student decisions. For example, the good math student being told that he would make a good engineer. This is a major reason we adopted the SEARCH program. It allows students to make their own decisions about areas of exploration free as possible from sex and individual bias. The class was extremely successful and some 55 other California high schools adapted from the program. But, one class does not change education. The program needs to be developmental K-12 with activities designed during the students educational career including opportunities for all students to explore and work in the community.

To be successful in changing education --- teachers must understand why they are in the classroom. "For too many of them, especially at the secondary level, it is education for education sake. Students take courses not necessarily for the knowledge they can apply to their life but for the credit and the grade - "that's what's important". Thousands of career education activities have been developed and are being used successfully to improve instruction in the classroom. But, the key to



real change is the teacher in the classroom. The teachers need to be career educated people themselves. This means they have direction goals themselves. Changes will occur automatically in the classroom of teachers that practice this philosophy.

To implement any real changes in education --- the results of the project indicate:

- -the need for total community involvement
- -administrative support from the district and school level
- -opportunities for increasing student responsibility as they progress through education
- -a purpose of education in concert with the community
- -teachers that are career educated themselves
- 2. Huntington Beach Union High School District

Those personnel who had major assignments in this special project included:

1. Project Director - 30%

During the first two years, <u>Don Averill</u> coordinated the project activities. His responsibilities were to determine staff members involved in assessment, identify community participants, and to coordinate the collection, assimilation and production of assessment data. He chaired the curriculum committee for developing the competencies for career education. Don left the high school district at the beginning of the third year to assume a position with the community college district. At that time, <u>J. Kenneth Jones</u> became Director of Career Education and coordinated the final year of funding for the project. <u>Anne Gray</u>, Supervisor - MGM & VEA, came on board in October of the third year and worked closely with Mr. Jones and the site coordinators in facilitating the dissemination a activities and preparing project reports.

2. Site Coordinators - 40%

John Rothrock, instructor at Edison High School, completed all three years in the project. He was responsible for all activities in this project at Edison as well as being a member of the dissemination team.

Sharon Swickard, counselor at Huntington Beach High School, came into the project during the second year. Her duties were the same as John's. In addition, it was her responsibility to update the staff at Huntington Beach High School on accomplishments of the project that had occurred during the first year.

Darlie Wasicek and Mary Collins were site coordinators at Bushard and Lamb Schools. One hundred per cent of their time was assigned to implementation of the career education project in the Fountain Valley School District.

In addition to these staff members, career guidance technicians were used at both high schools for the project activities. Also, clerical time and support were provided.

A comprehensive career education program was planned for the Huntington Beach Union High School District whereby career education becomes both a content and methodology of instruction rather than a particular support or additional service that is provided to the regular educational programs. The plan was based on the belief that the educational program should promote an infusion of developmental experiences in career education.

This three year federally funded project provided the resources that allowed for a committment of staff, time, and materials in the development of the career education model. Fountain Valley School District worked Closely with the high school district to promote a continuum of career education experiences K-12.

Various group techniques were used to identify student competencies. These techniques involved all the school publics prior to approval by the high school Board of Trustees. Professional staff members have been totally involved at the project sites in assessing curriculum content in terms of meeting established competencies. This has resulted in increased awareness by instructional staff of career education goals as addressed in daily lesson activities. Thus, career education has become an integral part of the instructional program.

The model as developed with student competencies, curriculum guides, and implementation techniques has been disseminated at local, state and national levels. The project staff are appreciative to have one added year of funding (1978-79) through VEA Subpart 3 funds to further refine a career education handbook to assist LEA's in adopting, adapting, and implementing comprehensive career education programs.

APPENDIX A FINAL THIRD-PARTY EVALUATION REPORT

FINAL THIRD-PARTY EVALUATION REPORT

Project No. 502-A 960015 Grant No. 0EG-391-75-0089

OPERATIONAL MODEL FOR CAREER DEVELOPMENT
AND VOCATIONAL PREPARATION

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

CONDUCTED UNDER
PART D. OF PUBLIC LAW. 90-576

Ivor J. Thomas
Educational Testing Service
June, 1978



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- A. Junior Career Planning Unit Survey
- B. Letter From Kennedy High School Verifying Assistance Received
- C. Goal 'Achievement Survey
- D. Dissemination Workshop Announcement and Evaluations
- E. Elementary and Secondary Assessments

FOREWARD

The report which follows summarizes the accomplishments of the third and final year of the VEA Part D Project, in accordance with the terms of the contract between Educational Testing Service and the California State Department of Education. This contract specified that the external evaluator provide third party consultation to the California State Department of Education and the LEA's conducting the implementation of models for career development and vocational preparation. The evaluation was designed to assist local program implementers and evaluators as well as providing an independent audit and evaluation of the LEA programs.

Periodic on-site visits by the external evaluator to each site were planned as a means of accomplishing the objectives outlined above. Assistance was provided by the evaluator in the identification and development of assessments, the development of data gathering procedures, as well as providing for a monitoring and review of program implementation and achievement. Cértification of achievement of project objectives therefore, based upon data gathered during the on-site visits, including observations made and interviews conducted, in addition to a review of all available data.

The evaluator wishes to thank all of the students, staff and administrators of the participating schools for their cooperation and support in the conduct of the evaluation. Special thanks are due to the project directors, Homer Sweeney, Fremont, and Ken Jones, Huntington Beach, without whose assistance the evaluation activities, as planned, could not have been carried out. A debt of gratitude is owed to the following site coordinators who gave generously of their time, effort and invaluable assistance:

Al Matto, Irvington High School
John Rothrock, Edison High School
Sharon Swickard, Huntington Beach High School
May Collins, Lamb Elementary School
Darlie Wasicek, Bushard Elementary School



BACKGROUND AND CONTEXT OF THE PROJECT.

In 1975-76 the U. S. Office of Education funded this project in response to a joint proposal by the bureaus of Vocational Education. Pupil Personnel Services and the Career Education Task Force of the California State Department of Education. The proposal outlines the development of two demonstration models of comprehensive career education, incorporating the concepts and recommendations that had been generated in the California Career Development Curriculum K-adult and the Vocational Education and the Career Education Task. Force monographs.

In the selection of sites for the development of demonstration models, consideration was given to sites which had previously made substantial developments in career education. There was no expectation, however, that a single model would emerge as a result of project participation. Rather, it was anticipated that the different project emphases and approaches to program implementation would reflect the needs of districts differing in organizational patterns, population, problems and strengths. The differences in program implementation by the two sites do provide two distinct models from which districts wishing to develop a program in career education can choose for adoption or adaptation in relation to their unique characteristics and needs.

The two sites selected were the Fremont Unified School District in Alemeda and the Huntington Beach Union High School District in Orange County. As mentioned previously, consideration was given in site selection to districts which had previously made substantial developments in career education. The Fremont Unified School District had been pilot testing various aspects of career education for four years prior to project implementation. This included a pilot project in awareness in grades 3, 4 and 6 in the Irvington High School attendance area, the development of career education libraries at all junior high schools and infusion of career education at two junior high schools. At the high school level, a major effort had been directed toward the

development of programs in 12 occupational clusters. Similarly, the Huntington Beach Union High School District had demonstrated significant interest and accomplishment in career education prior to their involvement in this project. Principal activities included the development of a preparation program identified according to the 15 USOE clusters, the development of a competency model for vocational education, and the development of a complete library of career education materials and media, catalogued and made available to local staff.

It can be seen, therefore, that funding of this project made possible continuation, elaboration and extension of previous programs and committeents in career education as well as providing opportunities for new developments and the dissemination of models for consideration by others developing programs in career education.

PROGRAM DESCRIPTION

Fremont Project

Prior to the beginning of the project, a guidance system, SEARCH (Systems Exploration and Research for Career Help), developed by the employment service of the state of Oregon was tested at Irvington High School. This led to the development of a plan for a semester career decision-making course to be required of all sophomores at Irvington High School. This subsequently became the central component of the Fremont Career Education, Part D Project. In addition to the above, several other factors were mentioned as the basis for selection of Irvington High School as the site for the project. Among those given were: 1) strong leadership by the principal in career education; 2) creation of a career education department; 3) expansion of the career guidance center; of the work experience education program and establishment of the exploratory program; and, 5) provision of a counselor to coordinate career center activities and to provide necessary support to the staff in career education.

During 1975-76, the first year of the project, a major accomplishment was the development and implementation of the Career Decision-Making (CDM) Course. The incorporation of this one-semester course into the curriculum represented a significant commitment by the district to career education. Although the evaluation revealed some indication of successful achievement of the objectives for this component at the end of Year One, the need for more objective and reliable data relating to student outcome was identified.

Another important achievement during the first project year was completion of a needs assessment in which over 2,000 broad skill statements were identified within the school district's existing 17 goal areas. However, the delay in funding resulted in failure to meet objectives of this component specifying comparisons of the needs assessment data with the existing competency-based training programs and the tareer clusters and career ladder concepts

Some progress was made toward designing an operational plan to implement an articulated career education system K-12 within the Irying on attendance area. Some visitation across project sites was made and significant involvement by public agencies and various community groups was achieved. However, the planned articulation within the elementary and junior high schools was not achieved.

During Year Two of the project, the principal activities and achievements were the continued development and refinement of the Career Guidance Center and the Career Decision-Making class. Some progress was made in the development of assessments for measuring student understanding of career education concepts and the application of career decision-making skills. However, the need for further refinement of the instrumentation was evident. Although some gains were made, the need for greater achievement in the areas of infusion, staff development and articulation was recognized at the end of the second year of the project. If a more detailed description of program activities and accomplishments in the first two years of the project is desired, an examination of the end-of-year evaluation reports is recommended.

For the third and final year of the project, objectives were written for the following six components: 1) the Career Guidance Center; 2) career decision making; 3) staff development/infusion; and, 4) articulation; 5) community involvement, and 6) dissemination. Although some changes were made in the objectives for this year, the most significant development was the addition of the dissemination component. Additional funding was provided for the development and implementation of three 2-day workshops in different localities in the state. In addition, plans for the third project year called for obtaining better student outcome measures and an increase in emphasis on staff development, infusion and articulation.

Huntington Beach Project

The Huntington Beach High School District had long demonstrated leadership in vocational education as well as career education. This was well illustrated by the competency-based model for vocational education programs developed by the district. The career education council had existed for several years prior to the year of funding for this particular project, and extensive development of career education learning centers for students to explore and facilitate their educational and career planning had already occurred. In addition, the Community Resource Handbook had been developed by the district which listed the resources that might be used in furthering the purposes and outcomes of career education. These developments, therefore, provided a logical base for the activities and goals of this project.

The major program objectives for the first year of this project were the identification of the essential competencies for a career education model for students and the development of a plan by which the competency-based model might be infused into the regular curriculum. A needs assessment for the development fessential student competencies was conducted, utilizing assessment of students, staff of the five elementary feeder districts and the high school and community. Based upon the identified competencies, a significant achievement during the first year was the development of curriculum guides for K-3,4-6, 7-8 and 9-12. The writing of these curriculum guides proceeded from the comprehensive model for the foun areas career planning and decision-making; life style and personal satisfaction; education, work and leisure alternatives; and occupational roles. Bushard Elementary School and Edison High School Were involved in the project during Year One, with Lamb Elementary and Huntington Beach High School joining the project during the second year of implementation.

Year Two of the project saw ratification and the beginning of infusion into the curriculum of the competency-based curriculum Guides developed during the first year of the project. The importance of these

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accomplishments was underscored by adoption of the competencies by the high school Board of Education.

The in-service programs conducted in Year Two resulted in a substantial increase in awareness of and enthusiasm for career education by staff at all instructional levels. Utilizing measures developed, student growth in knowledge and understanding of career education concepts at the elementary level was demonstrated. Instrumentation for measuring student achievement at the high school level was planned for development during the third year of the project.

Program objectives for the third project year were written for the following areas: 1) maintenance of district involvement in the project consortium; 2) dissemination; 3) staff development; 4) implementation of the competency-based model in four school settings; 5) articulation; and 6) evaluation of student outcomes. As in the Fremont Project, the dissemination component was the principal addition, consisting of a joint effort of the two projects in the planning and implementation of the three two-day workshops. Increased efforts in the refinement and development of student outcome measures were planned for the final year of the project, as well as greater emphasis to be given to infusion strategies, leading to the ultimate goal of career education becoming an integral part of the total curriculum.

EVALUATION OF YEAR THREE OF THE PROJECT

Fremont Project

Project activities for the third and final year were planned to meet the objectives of six components: 1) The Career Guidance Center; 2) Career Decision-Making; 3) Staff Development/Infusion; 4) Articulation; 5) Community Involvement; and 6) Dissemination. An analysis of all available data was made by the third party evaluator to determine the extent to which the stated objectives of the project were achieved. A summary of the findings which follow is presented by project component. It is a truism that the best laid plans can sometimes go awry due to unforseen conditions or happenings. Such was the case in this project with the occurrence of a teacher strike in the fall semester, affecting the outcome of a number of project objectives. Although the impact of the strike could not be precisely determined, it was obvious that it did affect objectives requiring extensive teacher involvement and participation, especially the Staff Development/Infusion and Articulation components.

Career Guidance Center (CGC) Component - Four objectives were set for this component of the project. The first two objectives. specified outcomes resulting from the involvement of ninth grade students in the Career Guidance Center. Specifically, it specified that 70 percent of these students would be aware of career-relevant materials in the center and would complete a tentative four-year plan of courses. In the previous years of the project these activities were conducted by the social studies department; however, due to a restructuring of the curriculum, the social studies department requested to withdraw from the program and an agreement was made with the English department to continue these activities. Due to the strike, the plan for inservicing the staff was postponed until the spring semester. However, the English Department reneged on its promise to conduct the ninth grade activities. As a result, the scheduled activities for the ninth grade students were not conducted and these

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objectives, therefore, were not achieved. The project staff hopes to generate sufficient interest within the department in the coming year so that eventually commitments can be made toward implementation of the planned activities.

The third objective of this component required that 80° percent of the 11th grade students who had completed the CDM class as a 10th grader would receive and/or update their Career Action Plan (CAP). Based on responses to a student questionnaire, achievement of this objective was exceeded, with 93 percent of the students indicating that they had reviewed their career folder and updated their Career Action Plan made at the end of the career decision-making class in grade 10. In addition, a questionnaire was given to the 11th grade students in order to ascertain their individue released in the area of career quidance. The results are provided on the copy of the questionnaire in Appendix A, entitled "Junior Career Planning Unit.". The two counselors conducted follow-up sessions, both individual and group, with those requesting assistance. Dr. Myer also conducted a follow-up seminar-on College Planning, Scholarships and Financial Aids for a total of 165 llth grade students. These follow-up activities resulted in much more successful unit than in the preceding year.

The fourth and final objective for this component specified that 80 percent of the 12th grade students would review and/or update their Career Action Plan. The results of the senior follow-up questionnaire revealed that 50 percent of the senior students had reviewed their CAP, falling short of the 80 percent level set for achievement of this objective. It was reported that the social studies teachers were reluctant to provide the additional time necessary to conduct the activities for the seniors, as the time lost due to the strike limited the time available for instruction.

The staff expressed the hope that they would be able continue the activities outlined in the objective for this component during



Inventory. The planned reduction in the Career Decision-Making Class for next year will meam that more will need to be done by the other teachers to achieve the same objectives. Continuation of the 9th grade program and achievement of some of the objectives described will be contingent upon sufficient funding and administrative support. Bue to the financial condition of the district, it was felt that external funding would probably be necessary to ensure inservicing of the teachers at the 9th grade level.

2. Career-Decision Making - This component constituted the principal thrust of the project. The principal activities for the third year for this component consisted of a refinement and further development of materials and procedures for the Career Decision-Making class required of all sophomores and the gathering of more reliable data on student outcomes resulting from their participation in the Career Decision-Making class. The first of the five objectives written for this component stipulated that 90 percent of the students completing the CDM course would demonstrate responsibility for their own career development_by the completion of an acceptable career action plan (CAP) as perceived by the CDM teachers. Evaluation of this component by the third party evaluator consisted of examination of a random sample of student folders to determine the extent to which students had satisfactorily completed their career action plans. The criteria for successful completion of the CAP's were changed by the teachers from the completion by students of specified forms to the completion of exercises in which the students were required to demonstrate their-understanding of the relationship of values to occupational choice and to report on the occupations they researched. The teachers felt that the previous procedure became a paper-work exercise and was not used by counselors or teachers and, therefore, of little use to the student. Since the new procedure was directly related to assignments made in the CDM class, it was not surprising to find that the objective was exceeded.

In any project or program the ultimate test is the degree to which the project or program can demonstrate results accomplished by means of measurement of student achievement. Objectives two and three of this component were written requiring specific " evidence of student accomplishment. The first of these objectives specified that students completing the CDM class would show growth in decision-making skills as measured by a statistically significant increase in mean score from pre to post-testing on the decision-making skills instrument. In the previous year some indication of student growth as a result of their participation in the CDM class was obtained. However, the need for a more reliable instrument to be used for assessment of student outcome was identified. It was fortuitous, therefore, that the Career Decision-Making Skills instrument of the College Board Career Skills Assessment Program became available. Upon examination of the instrument, the CDM teachersreported that it had an almost perfect match with the content and objectives of the class and agreed to its use as a measure ofstudent achievement. Since the instrument was not available for pre-testing of the first semester students in the fall, these students were given a post-test only at the end of the semester course. The second semester students were pre and post-tested in the Career Decision-Making Skills instrument. Table 1 presents the results of this testing. The data analysis plan called for the application of a statistical test to determine whether there was a statistically significant difference in mean raw score between the pre and post-tests. Also, the plan called for inclusion only of those students who had both pre and post-tests to account for the effects of changes in student population during the course of the semester. the data were available only in terms of mean percentage of right responses on the test and the planned statistical test could not be applied. Although the post-test included only those students who had pre-tests, pre-test scores included allstudents who took the test at the beginning of the semester; therefore, the affects of attrition could not be determined.



Although the level of significance could not be determined, inspection of Table 1 does reveal that student growth in decision-making skills did occur over the course of the semester. Of interest also is the finding that there were significant differences in the results of the two instructors. Interpretation of these results, however, should take into consideration the fact that the baseline data of the two groups were significantly different. Also, since the results represented a compilation of test results for all classes for each instructor, it is highly probable that the mean scores concealed real differences among the various classes.



Pre-post tests results of the second semester - Irvington High School CDM students on the Career Decision-Making Skills Instrument, by instructor.

		Pre-Test		F	Post-Test		
Instructor	<u>N</u>	<u>Mean*</u>	<u>S.D.</u>	N	Mean	<u>s.D.</u>	ı
#1	106	45.7	16.5	123	62.7	15.0	17.0
#2	105	58.6	19.0	140	64.9	15.4	6.3

* Mean percent of correct responses

Although there had been previous indications of student growth in career decision-making skills, the absence of a control or comparison group made it impossible to determine whether or not the growth observed was due to the CDM class. Therefore, an objective was written requiring the students in the CDM class to demonstrate significantly greater decision-making skills than a comparison group. Since the students assigned to semesters one and two of the CDM class were believed to be comparable in all respects, a decision was made to compare the end of semester one results with the beginning of semester two. This testing which took place approximately one week apart would

provide a good basis for determining whether there were significant differences as a result of experience in the CDM class. Although, as previously stated, the data was not in the form necessary to determine whether the differences in mean scores were statistically significant, inspection of Table II does reveal considerable differences in mean scores between the students who had experienced the CDM class and those that had not.

Table II

A comparison of post-test results of semester one Irvington High School CDM students with pre-test results of semester two Irvington High School CDM students on the Career Decision-Making Skills Instrument, by instructor.

	Semester two Pre-test			Semester one Post-test			
Instructor	<u>N</u>	Mean	<u>S.D.</u>	<u>N</u>	Mean	. <u>S.D.</u>	
#1	106	45.7	16.5	123	62.7	15.0	
#2	105	58.61	19.0	140	64.9	15.4	

In order to obtain additional comparative data the sophomores of Ayer High School and Milpitas High School were pre-tested at the beginning of semester two on the career decision-making skills instrument. The results of this testing are provided in Table III. The Milpitas students represent the best comparison available, with no significant differences reported between the Irvington High School students in ability, SES, ethnicity, etc. Comparison of the pre-test results of these two schools provided in Table III with the post-test results of the first semester CDM students at Irvington High School (Table II) reveal a substantial difference in mean test scores, providing additional evidence of the effects of the CDM class.

Table III

Pre-Test results of second semester sophomores at Milpitas and Ayer High Schools on the Career Decision-Making Skills Instrument.

School	Pre-test results				
	. <u>N</u>	Mean	<u>\$.D.</u>		
Milpitas H. S.	170	50.5	21.5		
.Ayer H. S.	· 178	53.5	18.3	3.	

In order to obtain some evidence of the maintenance of career decision-making skills, two samples of students were selected who had been egged ed in CDM classes, in previous semesters. One sample consisted of 10th and 11th grade Irvington High School exploratory work experience students. These students, consisting of some sophomores who had had the CDM class in the first semester and 11th grade students who had had the CDM class in the first or second semester of the previous year, were given the Career Decision-Making Skills Test at the end of the spring semester of 1978. A second sample consisted of 11th grade students, fandomly selected, who had taken the CDM class the preceding year. Although no pre-test scores were available for either of these two , samples of students, it was thought to be of some interest to compare their test results with students who had taken the CDM class during the current year and other no-treatment groups. test results for these two samples of students are presented in Table IV. Examination of these results do reveal that the results are quite similar to the post-test results of the CDM student group and quite different from the results of other students. lacking the CDM class experience. Since these results were based on students who had had the CDM class anywhere from one to three semesters prior, it does provide an indication of the maintenance of the knowledges and skills developed during the course of the CDM class.

Table IV

Test results of 10th and 11th grade Irvington High School work experience students and 11th grade Irvington High School students, both samples having previously enrolled in CDM classes.

End of Semester II Test Results

Student Samples	<u>N</u>	Mean	S.D.
Exploratory Work Experience	26	61.5	18.1
11th grade students	44	_63.1	19.6

In contrast to the 18-week CDM course offered at Irvington High School, an experimental 9-week program was instituted during semester two at Kennedy High School. A sample of these students was pre and post-tested, the results of which are presented in Table V: The pre-test results were reported for a sample of all CDM students, while post-test results were reported for two separate samples of CDM students, making a precise comparison of pre and post-test results somewhat difficult. However, an analysis of these results does indicate that some differences between preand post-test testing did occur and that the post-test results of the two groups are quite similar to-those of the post-test. results of the Irvington High School students who had experienced a full semester of the CDM class. Because there are significant differences in student characteristics between the Kennedy and Irvington High School students, a direct comparison of these results is not possible. However, due to the planned reduction of CDM classes next year, made necessary by the anticipated reduction in funds available, these test results take on added significance. If, as it appears, significant achievement can occur as a result of a 9-week experience in the Career Decision-Making class, this may provide an alternative to making available the CDM course to only half of the students on an 18-week basis.

Table V

Pre and Post-test results of selected samples of CDM students at Kennedy High School on the Career Decision-Making Skills Instrument.

	Pre	-Test Re	esults	Po:	t⊬Tes	t Result	<u>s</u> `
Group ·	. <u>N</u>	Mean	S.D.	Group	N ·	Mean	S.D. "
(Combined sample)	84	56.6	18.9	#1	60	61.9	18.7-
			•	#2	94	66.4	24.9

The fourth objective for this component specified the provision assistance by the project staff and CDM teachers at Irvingto High School for the development and implementation of a career decision-making program at Kennedy High School. Verification of achievement of the objective was provided by means of a letter from Kennedy High School certifying that the staff and teachers at Irvington High School had assisted them by providing test booklets SEARCH materials, resource materials and other career decision-making materials. A copy of the letter is attached in Appendix B.

3. Staff Development/Infusion - Two objectives were written in the area of staff development. The first of these specified that 80 percent of the meachers, counselors and administrators in the Irvington attendance area would attend a one-day Career Education Workshop. The time lost due to the strike resulted in postponement of staff development activities until semester two. Six workshops were offered during the second semester. A total of 154 persons attended from one to four the workshops for an average of 5.3 hours each. Although this represented a considerable investment in time and effort on the part of the participants, it fell short of the 80 percent criterion level set for this objective. As a result of the evaluations conducted of the initial workshops, it was deemed necessary to limit the number of individuals per workshop in order to personalize the inservice training. It was determined that an optimum number of participants per workshop should be 16 to 18 to affect the desired results.

A second objective for this component stipulated that project staff develop follow-up career education activities for interested teachers. The development of a sequence of career education courses and workshops to be offered through the Fremont Adult School represented the primary activities designed to satisfy the objective. In addition, the jumior high school staffs were inserviced in the use of the SAAS and AEL program materials. Aiso, the project sponsored attendance by four counselors, four teachers, and one administrator to the State Career Education Conference and the attendance of a counselor and a teacher at the Project Choice Training Workshop in Sacramento.

An evaluation sheet was completed by the participants in the workshops conducted on April 11, 13 and 18. A summarization of the ratings and comments made indicates that the majority of the participanst rated the workshops very positively. The comments revealed that a number of the participants found clarification and definition of

career education concepts, as well as possibilities for incorporating career education into the classroom to be among
the most useful outcomes of the workshops. More ideas for
implementation of career education in the classroom and
materials for use were found to be among the items indicated
by the group that they would like more of. Although the workshops, as indicated previously, were evaluated quite positively,
a number of useful comments were made for further development
and refinement of the materials and presentation.

Three objectives for infusion of career education activities in the classroom were writte. The first of these was that teachers would indicate a desire to increase their class effort to infuse career education into their classes. Since no monitoring of actual classes was involved, evaluation of this objective was made primarily from the comments of teachers on the evaluation forms following the inservice workshop. A majority of teachers responded that they felt that the presentation of the workshops would be helpful in their work and the comments by teachers on the forms indicated a significant interest in infusing career education activities in the instructional program. However, it is believed that the level of commitment to infusion of career education desired was not achieved. Among the causes given by the project staff for this were the cut-backs in staffing and negative attitudes resulting from the strike, resulting in a lack of willingness of many teachers to macome involved in additional activities. Unless strong administrative leadership and support is provided, it is doubtful that a significant amount of infusion by the staff will occur.

Another objective for this component specified that selected students at Irvington High School would perceive that 70 percent of their courses at least occasionally employ instructional methods, content and activities that support the goals of IHS and career education. A Goal Achievement Survey was developed and administered to a sample of students to assess this objective. A summary of

Inspection of these data indicate that the objective was successfully achieved, with the vast majority of the students indicating that almost all of the goals had been met in all but two course areas. These exceptions were math and P.E. where approximately only half of the goals were perceived by students as having been met. Homemaking was perceived as the experience which contributed, at least occasionally, to achievement of all of the goals of IHS and career education.

4. Articulation - Although the strike delayed some of the planned activities for this component, the objectives were successfully achieved. The first of the four objectives specified that each school site in the Irvington attendance area would select one person to work with the school faculty on the Career Education Project. At least one, but, in most cases, two individuals were selected to carry out the necessary articulation activities. A second objective required establishment of channels of communication regarding the Career Education Project activities with personnel within the Fremont Unified School District. The monthly district instructional newsletter was used as the principal means for satisfying the objective. A considerable amount of sharing of career education materials. occurred among levels and schools. Among the activities reported were the sharing of AEL materials by the junior and senior high schools. An elementary committee was also selected to review and classify Career Education material.

A final objective for this component required the identification of at least one feeder site at each level to serve as, a pilot for the development/implementation of career education materials and activities. The Appalachia and SASS materials were piloted to some degree by all of the six junior high schools. Two of the feeder junior high schools piloted these materials with all of the 8th graders, and a non-IAA junior high school developed a Career Center with the assistance of the project staff. Although some indications were received that other activities occurred as a result of workshop attendance, the time ran out before the staff could get back to the schools to determine more

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precise results of their efforts. The achievement of the objectives of this component represented a considerable amount of progress made over the first two years of the project. It is hoped that the articulation activities can be continued as a means for maintaining the interest developed to date and as a basis for generating continued developments in the future.

- Community Involvement The first of the two objectives for this component specified that project and cooperative FUSD personnel would conduct activities for developing community awareness. The second and fourth Tuesday of every month was set aside as visiting days to the project. It was reported that most of the visitors to the project were educators or in some way related to education and/or counseling. More general community visitation was experienced during the first year of the project, probably as a result of initial publicity. The objective of 10 percent participation by community members in the workshops was not achieved, with only an approximate representated. The content and approach of the workshops were felt by the staff to be relatively inappropriate for parents, resulting in their being somewhat uncomfortable. It was concluded that the most effective approach would be for the development of separate workshops for parents, making possible presentations more appropriate for this population.
- 6. Dissemination Component A concentrated effort on dissemination of the project was planned for the third and final year. The two objectives for this project called for the presentation of workshops and conferences on request by the project staff and the holding of three state-wide demonstration workshops. The first objective was achieved by means of presentations by the project staff at a number of conferences including CAWEE, A.V.A., State-Wide Career Education Conference, WACEE, and the Master Trainers Workshops. The three two-day demonstration workshops were planned jointly by the staffs of the two projects and personnel of the State Department of Education. A letter announcing the dates and locations of the three workshops was sent to districts throughout the state inviting their attendance.

The first workshop-was held on February 23-24 at the Huntington Beach Union High School District office. The second was held at the Los Angeles County Office of Education on March 16-17 and the final workshop on March 29-30 at the Santa Clara Office of Education. A copy of a letter is in Appendix D. Following each workshop attendees were requested to complete an evaluation form. This provided good feedback on the effectiveness of the presentations made and a basis for the modification of content and procedure for subsequent workshops. A summary of the ratings made by, the attendees according to the various components of the workshop presentation is provided in the Appendix. Inspection of these data indicate that the workshops were generally well received. It is felt that the workshops were a valuable device for disseminating information about the projects and generating interest of other districts in beginning or expanding their career education activities.

In summary, the data available suggests that significant student growth occurred in the knowledge and skills of career decision-making as a result of their experience in the career decision-making class. It also suggests that these knowledges and skills were maintained over a period of time. Furthermore, there is evidence that a nine-week semester course in career decision-making may result in substantial student achievement. Although it was wished that the data could have been provided in a manner that would make possible more precise comparisons, it did provide substantial evidence of achievement of the objectives set for the CDM class. The teacher strike did have a substantial effect on the objectives of the project, particularly delaying accomplishment of greater development in the areas of infusion/staff development and articulation. However, in spite of these handicaps, a significant amount of activities were conducted and the majority of objectives accomplished.

Huntington Beach Project

The scheduled activities for the third year of this project were designed to meet the objectives incorporated in six components: 1) involvement in the project consortium;

- 2) dissemination; 3) staff development; 4) implementation;
- 5) articulation, and 6) assessment and evaluation of student outcomes.

With one exception, these components consisted primarily of a refinement and extension of the objectives developed during the previous year. The one exception was the dissemination component, which had as its principal objective the implementation of the demonstration workshops to be held in conjunction with the Fremont project and the State Department of Education. Activities for this project were conducted in four separate school sites, two high schools and two elementary schools. The findings which follow are summarized by component and, where applicable, are presented by individual school sites to provide a more detailed description of project accomplishments.

- Involvement in the Project Consortium This component simply specifies that project participation in the consortium would be continued throughout the year and that an evaluation of the project would be accomplished. The third party evaluator attended all the meetings of the Consortium Board of Directors. Verification of participation by project staff is available in the minutes of the board meetings provided. These meetings provided an opportunity to keep all members of the consortium informed on the status of developments of the individual projects and made possible a sharing of ideas and materials. It also made possible a direct interchange between project personnel and personnel of the state and federal funding agencies on matters of mutual interest and concern.
- 2. <u>Dissemination Component</u> The first of two objectives for this component related to the development, scheduling and implementation

of the three state-wide workshops to be held jointly by personnel of the two projects and the State Department of Education. Approximately one day was allocated for presentations by each of the projects with some time set aside for discussions of funding and other concerns by personnel of the State Department of Edycation. The workshops received very favorable ratings by those in attendance. Although some-were critical of various aspects of the program, an analysis of the comments received indicated that the major objectives of the workshops to disseminate information about the projects and to generate interest in career education were successfully achieved. With the scarcity of funds available for the development of new educational materials and approaches, it becomes of paramount importance that worthwhile developments receive the widest dissemination. It is believed that these state-wide workshops were a costeffective means of obtaining the desired results.

A number of other dissemination activities were conducted, including presentations made at the Orange County Career Education Conference, the Washington, D. C. Part D Dissemination Conference (conducted jointly with Fremont and state department personnel), the annual State Career Education and Economic Awareness Conference in San Diego, the Visalia School District, and the CAWEE convention in Fresno. Project staff expressed the belief that the workshops helped develop an increased awareness of their own strengths and needs, in addition to the value of sharing their materials and procedures with others.

The second objective of this component required that an additional feeder elementary district be provided inservice on a utilization of the career education materials. The Huntington Beach High School project staff inserviced the Westmont Elementary School of the Ocean View District. Materials and procedures of the project were shared with the elementary school and career speakers were provided as a result of the joint efforts of the elementary and high school personnel. A commitment was obtained for continued effort in the area of career education by the elementary schools, with plans made to assure non-duplication of effort. The project staff at Edison

High School, likewise, worked with personnel of the Gisler Intermediate School and Sauers Elementary School of the Huntington Beach Elementary District and Lamb Elementary School of the Fountain Valley Unified School District.

Staff Development Component - Interviews and surveys conducted revealed successful achievement of the objectives for staff development by the project. Specifically, the project staff was required to demonstrate that each site would develop priorities for staff development, would conduct a professional development program and that the majority of participants would evaluate the inservice received as helpful and would show an increase in the competencies addressed in the inservice program. A wide variety of staff development activities was reported by the individual project sites. Some activities, such as the workshop held in October at Huntington Beach High School and attendance at several conferences, involved participation by project personnel of the four sites. However, the large majority of staff development activities conducted were an attempt to meet the specific needs. interests and priorities developed at the individual sites. As an example of some of the activities conducted, the Huntington Beach High School staff developed grade level career programs in conjunction with the teaching staffs, such as the freshman social studies 5-day guidance unit, a 2-day program conducted in the . Career Center for sophomores, visitations to 100 classrooms by the project staffs to update seniors, and presentations twice a month by the guidance staff to teachers on career education. programs.

Among the extensive activities conducted by the Edison staff were:
A general faculty inservice on career education, with participation by Dr. Green of the State Department of Education, and the inservicing of the faculty by means of department meetings throughout the year. During these meetings the faculty was inserviced on the use of the competency guides, provided an explanation of career education concepts, and helped develop individual lessons incorporating the career education competencies.

At the elementary level, staff development activities, both formal and informal, were conducted continuously throughout the year. At Lamb School the staff determined priorities for the career education competencies and developed plans to achieve their goals. A great deal of the time was spent in the preview of materials and discussion and modeling of techniques their successful implementation. These areas were emphasized at the request of the staff. At Bushard Elementary School the staff was inserviced on materials available at the beginning of the school year for teachers in the primary and middle-cores. upper core staff development meetings were held on an individual basis to respond to teachers' requests for the development of special with in career education. The career education technician not only introduced new materials in response to specific requests, but also provided model lessons in the classrooms in the use of the materials.

Since the inservice activities conducted were many and varied and both formal and informal throughout the year at each of the sites, evaluation of these activities varied from an immediate verbal feedback to formal assessment of programs offered. At the Huntington Beach High School site for example, each of the programs offered received a majority of positive ratings on program content, usefulness and clarity. With the exception of the October inservice meeting, in which project staff from all of the sites participated, the Edison project did not utilize formal assessments for the inservice programs, relying primarily on more indirect evidence (although somewhat less reliable) such as teacher cooperation in conducting the requested career education activities and gral feedback. The elementary sites both useds formal assessments to option evidence of the value of the programs offered. Inspection of these data reveals successful achievement of the stated objectives.

More significant evidence of the value of the inservice programs, however, was believed to be the degree to which the majority of participants would show an increase in competencies addressed

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in the inservice program. This, then, was written as the fourth and final objective for the staff development component. The coordinators of the high, school and Lamb Elementary sites all reported that 100% of their staffs had demonstrated an increase of the competencies addressed in the inservice programs It should be stated at this point that the career education technician responsible for implementation and evaluation of the Career Education Program at Bushard Elementary School left the position in April, having received an appointment as counselor. in a county ROP program. From an inspection of the documentation available, it was not possible to determine the exact percentage of teachers who had addressed the competencies in their classes. However, an examination of the materials used and the record of activities conducted in the various cores of the program indicated a high probability of achievement of the objective by this site. In summary, documentation was provided of a very extensive and successful staff development program, which, in the absence of external funding, takes on increasing importance as evidence of the probability for continuation of the career education activities in the years to follow.

Implementation Component - As noted in the evaluation reports for the previous two years of the project, a substantial implementation of the competency-based model was observed. The data obtained by means of staff interviews and examination of records and materials used, demonstrated a significant increase. In program implementation at all of the school sites. The first of two objectives for this component specified that the Career Education Program will be implemented by 60 percent of the elementary and 30 percent of the high school staffs. One hundred percent of the Lamb School staff were reported as actively participating in the implementation of the Career Education Program. Core plans which were developed at the end of the second project year were further refined and extended in order to enable even more active participation on the part of the staff, student aides, parent aides and students. With the exception of the plan for

student store, which did not receive approval from the Fountain Valley School Board, all activities of the core plans were implemented. The following examples are suggestive of the nature and amount of activities conducted:

Kindergarten and first grade self-awareness activities were, conducted in the classroom instead of in small groups with the career education technician, in order to enable the active participation of teachers, teacher aides and parent aides. When the activity booklet was completed, another was developed due to teacher, parent and student enthusiasm.

The K-3 Career Fair was extended so that each child could attend the presentation of two speakers of his/her choice. Follow-up activities and reports were completed by each student under the direction of their classroom teachers.

Each second grade child individually completed and discussed his/ her career education folder with the career education technician or parent aide and all middle core students participated in extensive career education activities in their learning center.

Middle core students were given the opportunity to evaluate their career education units. The results indicated that they overwhelmingly enjoyed the class, felt they learned new things from the class, and reported they would like to have career education electives again. In the latter case, all but one student responded in the affirmative. The upper core students' evaluations were even more positive, with over 90 percent of the students responding positively on all items of the opinionnaire.

Due to the absence of the career technician at Bushard at the end of the school year, no precise data on the amount and type of program implementation was available. However, the data available suggests an increase in activity over the previous year in which the objective for implementation was exceeded.



At both high school sites, the Career Education Program was implemented—by 100 percent of the staffs. At Huntington Beach High School all guidance and teaching staff conducted career—linked advisement activities during the entire year. Some of the specialized grade level activities have previously been enumerated in this report. At least three of the competencies were addressed by all of the staff at Edison High School. Some indication of the extent of activities conducted at various grade levels was also previously reported for Edison and will not be repeated.

A second objective for this component specified that 50 percent of the competencies identified as needed for graduation by the graduation standards committee will have been infused into the curriculum of Edison and Huntington Beach High School. As previously stated, assessments administered verified that all of the competencies were being infused into the curriculum of both schools. What is lacking, however, is the extent and quality of the infusion process. This could range from a bare introduction of a minimum number of competencies during the instructional process to a concerted effort to include all relevant competencies, wherever possible during the course of instruction throughout the year.

Articulation adtivities were focused primarily within the school sites. The objective for the final year called for the refining of strategies for articulation between, across, and within the school sites of the project resulting in a transportable system. A significant amount of activity was cataloged during the final year for this component. Articulation activities between the elementary and high school sites produced some significant results. Although primary emphasis was given to developing a working relationship among their elementary feeder school project sites (bamb with Edison, and Bushard with Huntington Beach High School), meetings were held with all nine feeder schools. This resulted in the development of

an articulation model for registration as well as a dissemination of various aspects of the Career Education Program. The teachers expressed their satisfaction as a result of the increased level of communication, and expressed the belief that students were better prepared for the advisement process at the timeof transition from elementary to high school. In addition to the afbrementioned articulation activities, of equal significance was the increase in horizontal articulation activities between and within schools. The two high school sites met on the average of twice a month to discuss common concerns and to share materials. Similarly, a very close and cooperative relationship was established between the two project elementary sites. Program plans, materials, and activities were shared in an effort to establish the best possible program at each site. The career technicians reported this to be a very rewarding experience for all concerned. The significant increase in articulation activities observed were appreciated, as evidenced by the comments made by parents, students and staff.

Assessment and Evaluation Component - The career development survey instruments developed for assessment of student understanding of career education concepts at the elementary school level were revised at the beginning of the school year. (See Appendix E) The survey instruments were based on the career education objectives identified for instruction by teachers in grades 2, 5 and 8. Following pilot testing of the revised instruments, the instruments were administered to a randomly selected sample of students from each 2nd, 5th and 8th grade levels at both Lamb and Bushard schools. All students in grades 2, 5 and 8 were administered the instrument at the control site (Oka Elementary School). These same students were given the post-test at end of the school year.

The pre/post-test results are presented in Tables 6, 7, and 8. t-tests were run to determine if a statistically significant gain occurred between pre and post-testing. Examination of Table 6 reveals that the students at Lamb Elementary School made a statistically significant gain in test score at all levels from the beginning to the end of the school year. The gain was probably much greater than that indicated,

Pre - Post Results of Lamb Elementary School
For Grades 2, 5 and 8
On The Career Development Survey

Grade	2
-------	---

<u>Pr</u>	<u>·e</u>	<u>'Post</u>	<u>Gain</u>
Mean	14.96	20.18	5.22
S.D.	2.04	1.33	
N	27	27	
t =	13.65	p < .001	#· =

. <u>Grade 5</u>

<u>P</u> ř	<u>te</u>	•	Post	<u>Gain</u>
Mean	17.22		20.85	3.63
S.D.	3.80		1.79	
N -	27	• . •	27	
•			,	

t = 7.24 p < .001

Grade 8

82

<u>Pre</u>	<u>Post</u>	Gäin
Mean 17.92	22.21	4.29
S.D. 3.37	2.04	*
N 29	29	

t = 9.56 R < .00

Table VII

Pre - Post Results of Bushard Elementary School

For Grades 2 and 5

On The Career Development Survey

Grade 2

Pre		•	Post .		' <u>Ga.in</u>
Mean	15.77		16.04	(0.27-
s.D.	3.33		2.19		
N	22		22	•	

t = 0.35; N.S.

Grade 5

<u>Pre</u>	•	Post	 Gain
Mean 1 <i>6</i> :49	*>	1741	0.92
s.D. 3.21		3,54	

t = 1.51 N.S

Table VIII

Presents of Oka Elementary School
For Grades 2, 5 and 8
On The Career Development Survey

Grade 2

Pre	Post	<u>Gain</u>
Mean 15.23	16.44	4.21
S.D. 2.86	2.99	
N 55	55	
`.+ ″=^ 3 23 ` n	01	

 Grade 5

 Pre
 Post
 Gain

 Mean 18.02
 18.57
 0.55

 S.D. 2.58
 2.82

 N 42
 42

t-:= 1.07 🔵 N.S.

Grade 8

Pre .	• 1	<u>Post</u>		<u>Gain</u>
Mean 19.51		21.36	•	1.85
S.D. 2.76	-	2.36		
N/ 46		46		

t = 5.03 p. < ..00

however, since a large proportion of the students topped out on the post-tests, with 59% of the second grade, 48% of the fifth grade; and 24% of the 8th grade receiving perfect scores.

Although the pre-test results for the Lamb students were lower than the control school Oka students, the post-test results were higher for all grade levels. It is interesting to note, though, that both the second and eighth grade Oka students did make a statistically significant gain from pre to post-testing. Rather than observing a complete absence of career education activities, preferable for a control school condition, it was reported that the Oka staff did incorporate a number of career education activities as part of the instruction throughout the year. It is more difficult to account for the absence of any significant gain at Bushard. There were some indications that the testing was not conducted in the same manner as at the other schools, which may have accounted for the relatively poor showing at time of post-testing for this group.

At the high school level, two instruments were developed for assessment of student growth in career education. A 20-item multiple choice instrument was developed to measure students' understanding of career education concepts and knowledge of program-related information. A second 20-item instrument was designed to obtain a measure of student attitude toward the program. Copies of the instruments are located in the appendix E.

At Huntington Beach High School all freshmen were pre and post-tested on the two instruments described. On the objective test, the mean raw score for pre and post-tests was computed for each teacher's class. The increase in correct responses ranger from .40 to 7.14 with an average of 3.93 more correct responses following completion of the instructional unit. A mean score for all students of 69% correct response was reported. It is believed that this represents fairly good understanding of career information, considering the relatively short time of the instructional unit involved. The assessment of student attitudes for this school indicated a very positive attitude toward the program, with 81% positive responses. 17% negative and 2% no response.

At the Edison site, the analysis of the freshman orientation program by means of the instruments outlined above revealed rather similar results to that reported for the Huntington Beach site with a mean. score gain of 3.12 and an average percent correct response at time of post-testing of 65%. On the attitudinal instrument, a positive response of 78%, likewise, was indicative of quite positive attitudes toward the program.

Although the data were not available in the form to determine whether the growth observed was statistically significant, there was an increase at both sites in the level of student understanding following exposure to the career education unit. It was not possible to obtain a control group. Therefore, it is not possible to state conclusively that the gains observed would not have occurred in the absence of the career education experience. Although all the data available is suggestive of a worthwhile program that does produce positive results, more exact knowled. The effects of the program will have to await further study.



SUMMARY) AND CONCLUSIONS

In response to a joint proposal by the Bureaus of Vocational*
Education, Pupil Personnel Services and Career Education Task
Force of the California State Department of Education, the
U. S. Office of Education funded a three-year project to develop
two demonstration models of comprehensive career education. The
Fremont and Huntington Beach sites were selected for project
implementation, in part, because of previously demonstrated commitment and achievements in career education. The external funding,
therefore, made possible an acceleration and refinement of previous
developments, as well as the development and dissemination of more
comprehensive models of career education.

The evaluator attempted to provide feedback to the project staff useful for program refinement and implementation, especially during the formative stages, as well as documenting achievement of the stated objectives. The degree to which this may have been accomplished was due, in large part, to the excellent cooperation and support provided by the personnel of the project sites and the State Department of Education. A detailed account of project activities and accomplishments for the first two years was presented in the annual and interim evaluation reports. A brief summary of project achievements and conclusions reached follows for each project site.

Huntington Beach Project

Ompetency-based career education model, which necessitated cooperative work across school districts as well as across schools within each district. A major accomplishment during the first year of the project was the identification of essential competencies in career education, and, based upon these competencies, the development of curriculum guides for K-3, 4-6, 7-8 and 9-12. During the second year, the dempetencies were ratified and finally adopted by the Board of Education. Concurrent with these developments, significant progress each year in staff development and articulation activities

was observed as well as the development of plans for infusion, dissemination and the evaluation of student outcomes during the third and final project year.

The data collected during the final project year provided evidence of a significant amount of career education activity occurring at all four sites, as well as satisfactory achievement of most of the project objectives. Staff development efforts were well received, resulting in an expressed interest by many teaching staff to continue with infusion activities. To what extent this interest can be translated into more firm commitments and finally implementation will depend, in large measure, on administrative support and encouragement for career education.

Substantial development in articulation was accomplished during the third project year, both within and across school sites. The sharing of materials and procedures which occurred resulted in a reduction in the duplication of effort. Another, and possibly a more significant outcome of the articulation effort (one not designated as an objective of the project) was the development of a more systematic approach to registration and advisement for use by the high schools and their feeder elementary schools.

The objective for statewide dissemination of the projects was successfully achieved, with a majority of those attending providing quite favorable reactions to the workshops. A significant number of other dissemination activities were conducted, including presentations to other districts, both on and off site. With the exception of the sharing which occurred between the two high school project sites, little intra-district dissemination of project activities took place. A concerted effort to correct this should prove very beneficial and is strongly recommended, recognizing that it is not uncommon for one to be less well known or appreciated in his own backyard.

Considerable progress was achieved in infusion of career education into the total curriculum, with all teachers reporting some activities

conducted. Little is known, however, beyond the number of competencial addressed, of the extent and quality of the infusion process. A continuous and extensive monitoring and in-servicing will be necessary to ensure optimum infusion of career education in the curriculum and to preclude its being viewed as a mere add-on or something which receives lip service and is quickly forgotten.

The effectiveness of any educational program is, in the final analysis, the degree to which it results in significant change in student achievement and attitude. The development of valid and reliable measures of student outcome related to project objectives are not easily accomplished. The elementary sites developed instruments at three levels to obtain measures of student awareness and understanding of career education concepts. Both elementary sites demonstrated greater student growth in career education than the control group during the first two years of the project. The results for tamb Elementary School continued to demonstrate significant growth during the final project year, as well as showing greater growth than the control school. The second elementary project school, Bushard, however, did not achieve any measureable progress during the final year.

At the high school sites, outcome measures were only available during the final project year. The data collected did reveal substantial achievement in knowledge of career education concepts and program-related information. The lack of a control group, however, precluded attributing achievement to program implementation.

At the close of the third and final year of the project, the site coordinators were requested to make their own assessments of the value of the project, its strengths and weaknesses, and prospects for future project implementation. Although these are the subjective judgements of the individuals involved, it is believed that the perceptions of those most intimately related to program implementation represent important information.

37.

The goordinator at Edison High School expressed the beliefs that the project showed more positive results than antipipated, especially in changing the way students approach their education. The major contributing factor, it is believed, was the redirection of the guidance program from crisis counseling and schedule changing to a career guidance developmental approach. One positive result seen was the decrease in the number of schedules changes from 8,000 per semester at the beginning of the project to less than 1,000. Among some of the problems noted were the clerical time required in dealing with career folders, time for monitoring student activities and the scheduling of staff development activities.

The Huntington Beach High School Corrdinator considered the flexibility of approach allowed as a major strength of the project, enabling each school to design a program suited to their own needs. The sharing of materials and ideas by all sites was also considered as a real strength of the project. Participation in only the final two years of the project by Huntington Beach High School was a weakness noted as well as a lack of intra-district dissemination.

At the elementary level, the Lamb School corrdinator expressed the conviction that the project had resulted in real growth by students in self-awareness, decision-making, career awareness and career exploration. Among the positive attributes of the program mentioned were the purchase of many materials made possible by project funds and the change in the teaching staff from a position of "allowing" the coordinator to work with their children to one in which they expressed a desire to infuse career education in their instructional activities. The Bushard coordinator was not available to obtain a final assessment of the project.

Fremont Project

The central thrust of this project, the development and implementation of a career decision-making course evolved from plans made during pilot testing of a guidance system developed by the Oregon State

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Substantial progress was made in development of the CDM course and its acceptance as an integral part of the regular curriculum. Additional achievements of the first project year included completion of a needs assessment, development of a Career Guidance Center and a design for staff development and articulation.

The second year consisted of a further refinement of activities in the operation the Career Guidance Center and the CDM class. Initial attempts were also made at developing measures of student outcome at this time. Although significant progress was achieved by the project toward achievent of the objectives during the final year of the project, a teacher strike at the beginning of the school year did have a detrimental effect on several components, especially those related to staff development, infusion and articulation activities, all of which depended highly on teacher cooperation and participation.

Although considerable activity was catalogued for the Career Guidance Center, the lack of teacher cooperation resulted in several plans falling short of the goal. For the same reasons staff development activities achieved rather mixed results, as did some of the plans for articulation and community involvement.

The dissemination activities did provide for opportunities to neach a wider audience interested in learning of two different and distinct models of career education and were generally well-received. The comments by those attending the dissemination workshops and during on-site visits attest to the interest in and perceived value of the program.

In spite of the problems encountered and the shortcoming of several aspects of the program, the principal component of the project, the development and implementation of the Career Decision-Making class, was very successful. The results, as measured by the career decision-making skills assessment instrument, demonstrated significant growth

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as a result of the CDM course and the skills developed were maintained for a significant period of time.

When requested to provide an overall assessment of the project, the staff expressed strong convictions regarding the value of the project and the positive results adhieved. One of the strengths mentioned was the ability to select personnel with strong interest and enthusiasm for career education. On the other hand, a weakness noted was the limited number of staff and administrators involved with a real understanding of the project.

Although successful implementation of a project can be demonstrated, great concern must be the probability of its continuation in the absence of external full ling. Speaking of this concern, a 1977 report by the Rand Corporation of a four-year study of federally funded projects stated, "Projects taken seriously by district officials and school staff generally were more likely to be implemented than opportunistic projects. But even effective implementation did not always mean that the longer term federal " objective of promoting stable change in local practices was achieved. At the end of federal funding, district officials had to decide about the continuation of a change agent project. This decision was not made primarily on the basis of the projects! educational success during the period of special funding, as a "seed money" model assumes. Instead, local organizational and political factors moderated and determined the districts' commitment to continue change agent projects, even if the project had demonstrated its value."

The evaluator, after reviewing all data available, is convinced that these projects have demonstrated their value. Project participants have indicated a strong commitment to continue with many of the activities begun during the course of the projects. It is recognized that, in a time of decreasing resources, those

areas requiring additional funds will have to compete with other priorities. It is hoped that the information presented will be useful in making these decisions.

APPENDIX A

JUSIOR CARESE I DANKING UNIT

•	••	. Hame	 *	
		, - 1	• •	
		Date <u>-</u>	 	<u> </u>

My Counselor is:

Dr. Meyer

I have reviewed my Career Folder and the Career Action (lan that I made at the end of the Ourser Decision-Laking class in Grade 10.

.93% Yes

7% - No

lease check the statement(s) that apply to You:

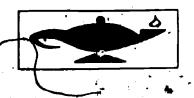
- 25% a) My career objectives have not changed. I need no help in planning.
- b) Thy career objectives have not changed, but I need some help in planning how to reach them.
- 29% c) by career objectives have changed. However, I feel l can make adequate plans to achieve them.
- 15% d) by career objectives have charged and I would like some help in making plans on how to achieve them.
- c) I am very uncertain about my career objectives. I would

bra keyer will hold a seminar on making plans for college, on scholar-ships and financial aids later this semister. Do you wish to take part in this seminar?

41% Yes

59% No

APPENDIX B



FREMONT UNIFIED SCHOOL DISTRICT

40775 FREMONT BOULEVARD . FREMONT, CALIFORNIA . 9453.
PHONE 657-2350 AREA CODE 415

June 5, 1978

TO WHOM IT MAY CONCERN

This is to certify that the career education staff and CD-M teachers at Irvington High School assisted the career decision-making program at Kennedy High School by -

- providing testing booklets and apparatus
- paying for the SEARCH materials
- providing resource materiats for the school
- providing career decision-making materials

Because of the overall cuts in school programs, the career decision-making program will only be available to a limited number of students during the 1978-79 school year.

Joe Doering '
Kennedy High School

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APPENDIX C

GUAL AUTHEVENIENT SURVET

Enter the names of the courses you are presently taking this semester in the blanks across the top of the chart below.

Read each goal and enter for each of your courses the extent to which your experiences in the course contributed directly to your achieving the school goals. Enter numbers from the following scale to express your opinion.

- 5 = Course experience <u>usually</u> contributed to achieving school goals
- 4 = Course experience often contributed to achieving school goals
- 3 = Course experience occasionally contributed to achieving school goals
- 2 Course/experience rarely contributed to achieving school goals
- I = Course experience never contributed to achieving school goals

	V. V							
	Coulses							Service Arts
School Goals							/ In	
I. To become self-directing, self-responsible and self-evaluating.	غ 3.2	3.4	4.4	3.4	3.0	3.2	3.5	
2. To acquire a desire for learning and intellectual curiosity.	3.1	3. 6	3.5	3.2	3.5	3.2	3.8	()
3. To be able to solve problems and think rationally.	3.0 (3.5	3.5	3.6	4.2	3.5	3.5	
4. To become aware of the dignity and worth of yourself.	3.0	3.6	3.8	3.0	2.9	3.3	3.2	18 18
5. To develop the ability to interact successfully with other people.	3.2	3.4	3.4	2.9	2. 7	2.9	3.4	
6. To acquire skills and attitudes to succeed in family and cityzenship roles.	⟨ .3.i	3.1	3.1	2.4	2.4	3.0	2.9 -	
7. To acquire abilities for constructive and creative use of leisure time.	2.4	3.5	2.9	2.7	2.3	2.8	3.9	*
SERICome aware of your occupational interests	2.7	3.4	4.1	3.4	3.0	2.8	3.9	100

AND TOTAL POLICE A FIRITAL POLITY FILE

Enter the names of the courses you are presently taking this semester in the blanks across the top of the chart below.

Read each goal and enter for each of your courses the extent to which your experiences in the course contributed directly to your achieving the school goals. Enter numbers from the following scale to express your opinion.

- 5 = Course experience usually contributed to achieving school goals
- 4 = Course experience often contributed to achieving school goals
- 3 = Course experience occasionally contributed to achieving school goals
- 2 = Course experience rarely contributed to achieving school goals
- 1 = Course experience never contributed to achieving school goals

				,	<u> </u>			,
	Conses							
School Goals		/ 2/	/ 3/	1. 4%	1.61	6	$\frac{1}{1}$	
To become self-directing, self-responsible and self-evaluating.	3.3	3.5	3.1					
2. To acquire a desire for learning and intellectual curiosity.	3.5	3.7	2.7		• • .			
3. To be able to solve problems and think rationally.	2/9	3.6	2.4			*		
4) To become aware of the dignity and worth of yourself.	(3.0	3.2	3.2		,		,	
5. To develop the ability to interact successfully with other people.	3\7	3.4	3.9					,
6. To acquire skills and attitudes to succeed in family and citizenship roles.	2.5	2.9	2.6					
7. To acquire abilities for constructive and	4.2	2.5	3.7	-	1		,	
REPLACE Come aware of your occupational interests	3.6	.3.0	2.7					02
	·				,			

APPENDIX D

FREMONT UNIFIED SCHOOL DISTRICT CAREER DEVELOPMENT PROJECT

EVALUATION OF DEMONSTRATION WORKSHOP

teacherteacher/aidatudenta	Check One - Orange Cou	SUMMARY OF R	ESULTS
counselorbusiness/labor etc.	• •		
	teacher	teacher/aid	
administratorcareer center aideother	counselor	parent	business/labor etc.
	administrator	career center aide	other
	ichool	, City	

Please rate each of the concepts presented using a five-point scale (I=low; 5=high). Place the appropriate number in the space provided. Any additional comments you wish to make will be appreciated. Thank you for your participation and assistance.

Project Elements	Usefulness of Element in your School or District	Value of this Element in my School	Effectiveness of the Presentation
Skills Assessement	4.1	4.1	3.8
SEARCH System - (see reverse side)	4.1	3.8	4
Career Decision-Making Class	4.2	4.2	4.45
Organizing the World of Work by Functions	3.7	3.9	4.1
Career Development Concepts	3.4	3,9	4.0
		•	
In-Service Strategies	3,8	4.2.	3.8
Overview of Fremont Career Education System	3.8	3.8	3.9

(Comments on reverse side)



FREMONT UNIFIED SCHOOL DISTRICT CAREER DEVELOPMENT PROJECT

EVALUATION OF DEMONSTRATION WORKSHOP

eck One -	SUMMARY OF RESULTS	
teacher	teacher/aid	student
counselor	parent	business/labor etc.
administrator	career cențer aide	other
hool	City	

Please rate each of the concepts presented using a five-point scale (I=low; 5=high). Place the appropriate number in the space provided. Any additional comments you wish to make will be appreciated. Thank you for your participation and assistance.

•••		\	
During Flamenta	Usefulness of Element in your School or District	Value of this Element in my School	Effectiveness of the Presentation
Project Elements	Jenoor er branne	111 1137 CO.1Cu.	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
Skills Assessement	4:1	4.1	3.8
SEARCH System - (see reverse side)	4.0	3.9	4.0
		6 0	
Career Decision-Making Class	4.1	4.2	4.4
Olass	1		•
Organizing the World of A	3.9	3.9	4.3
		. /	
Career Development Concepts	3.4	3.9	4.1
		•	,
In-Service Strategies	3.8	4.2	3.8
			,
Overview of Fremont Career Education System	5. 8	3.8	, 3.9

(Comments on reverse side)



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FREMONT UNIFIED SCHOOL DISTRICT CAREER DEVELOPMENT PROJECT EVALUATION OF DEMONSTRATION WORKSHOP Orange County ____ Los Angelles ____ San Jose XX Gheck One -Check One -SUMMARY OF RESULTS student teacher/aid teacher business/labor etc. parent counselor career.center aide other administrator School Pléase rate each of the concepts présented using a five-point scale (lelow; 5shigh). Place the appropriate number in the space provided. Any additional comments you wish to make will be appreciated. Thank you for your participation and assistance. Usefulness Value of this Element Effectiveness of Element in your of the Presentation in my School . School or District Project Elements_ 3.7 3.3 3.4 Skills Assessement SEARCH System -4.0 • 4.0 3.9 (see reverse side) -Career Decision-Making 4.2 4.2 4.3 Class Organizing the World of 4.0 4.0 Work by Functions 4.2 4.3 4.3 Career Development Concepts

(Comments on reverse side)

Education System

In-Service Strategies

Overview of Fremont Career



3.9

3.9

3.7

->4.1



STATE OF CALIFORNIA DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 93814

I would like to invite you and appropriate members of your staff to attend a demonstration/dissemination workshop where a special project Operational Model for Career Development and Vocational Preparation, funded under Vocational Education, Part D will be featured.

This project will make available field-tested models of career development-vocational preparation programs with strong competency-based staff development and evaluation components that have raised students occupational aspirations, knowledges, and skills. The emphasis is on bridging the gap between school and the world of work.

Two California School Districts and the California State Department of Education (Pupil Personnel, Vocational Education, Career Education) have formed a consortium to develop the models. These sites and their basic thrusts are:

• Huntington Beach Union High School District - Orange County

Have developed competency-based curriculum guides for a comprehensive career guidance system at all levels K-3, 4-6, 7-8, 9-12. A program for infusing career development concepts into all classroom disciplines and an articulation program K-14, including the Community College, have been developed.

Fremont Unified School District - Alameda County

Have developed a Career Development System (K-Adult and continuing Education). This system is based on Career Decision Making Classes (CDMC) required of all 10th grade students utilizing a Career Center approach. Other approaches include use of community resources, occupational clusters and functions, worker trait groups, and SEARCH (the improved method of the GATB and Worker Trait Group Inventory).



In addition to a description of the two programs, information on possible funding sources to adopt or adapt this project will be presented.

The locations, times and dates of these demonstration workshops are:

Place: Huntington Beach Union High School District

5201 Bolsa Avenue

Huntington Beach, California 92647

Dates: February 23, and February 24, 1978

Time: Both Days - 9:00 a.m. - 3:30 p.m.

Place: Santa Clara County Office of Education

100 Skyport Drive .

San Jose, California 95110

Dates: March 29, and March 30, 1978

Time: Both Days - 9:00 a.m. - 3:30 p.m.

Place: Los Angeles County Office of Education

(Los Angeles County School Districts Only)

- 9300 East Imperial Highway

Downey, California 90242

Dates: March 16, and March 17, 1978

Time: Both Days - 9:00 a.m. - 3:30 p.m.

Sincerely,

Anne L. Upton, Program Administrator/Project Director Pupil Personnel Services
(916) 322-6352

EV 2



APPENDIX E

. 1	.D. Numi	per		
٠	Pre	Post		
**	Exper	imental ~	Cont	trol '

FOUNTAIN VALLEY SCHOOL DISTRICT CAREER DEVELOPMENT SURVEY (Primary)

Mame	- Gi duc			
Scho	Teacher			
Y 4		•		
Inst	ructions: Put a circle around your answer.			
1.	In our own families, we all have special jobs.	Right	. ?	Wrong
2.	Cars are usually built by only one person.	Right	3	Wrong
3.	People need to use numbers for many jobs.	Riaht	?	Wrong
4.	You can lift a heavy box easier if someone helps you.	kignt	?	Wrong
5.	Because we live in the city, we do not need farmers.	Right	?	Wrong
6.	People your age can help you sometimes.	Right	?	Kro ng
7.	Some people like their tobs more than others.	Right	?	Wrong
8.	You could play soccer even if you were all alone.	Right	?	Wrong
9.	It is harder to listen to the teacher's directions if you are talking to your neighbor.	Right	?	Wrøng
10.	When you grow up and have a job, you will use some of the things that you are learning in school.	Right	?.	Wrong
11.	Every person in your family helps an some way.	Right	7	Wrong
12,	People work only to make money.	Right		Wrong
13.	When you grow up, you will need to know how to count some things.	Right	. ?	Wrong
14.	Some of the things you are asked to do at home are different from some of the things you are asked to do at school.	Right	.` ?	Wrong
				3

CAREER DEVELOPMENT SURVEY (Primary) Page 2

15/	School children have the same jobs as adults.	Right	?	Wrong
16.	One reward of doing a job is feeling good about it.	Right .	?	Wrong
17.	Every day you use something made by someone else.	Right	?	Wrong
18.	It is important to get along with other people at school.	Right	?	Wrong
19.	Playing safely on the playground is an important job of your's.	Right	?	Wrong
20.	Policemen, store owners and plumbers help us by doing their work.	Right	ż	rong
21.	There is at least one thing that you can teach someone else.	Right	ż	Hron g

Revised Fall, 1977



7.D. Number	_ /
prepost	
Experimental	்ட்டுள்

FOUNTAIN VALLEY SCHOOL DISTRICT CAREER DEVELOPMENT SURVEY, (4-5)

Scho	Teacher Teacher			
HST	RUCTIONS: Circle the answer that best describes what you think Mark an answer for each statement.	about e	ach state	men ja
		TRUE	DON'T KNOW	. FALSI
٠,	A, healthy person will develop better physically.	True	?	Faise
r	Peorle who work in our community are mostly farmers.	True	?	Fals
,	As you grow up, it is possible to change your mind about the kind of job you would like to have.	True	? /.	False
-	If you live in a city, you have more jobs to choose from than if you live on a farm.	True	3	False
•	There are many jobs that exist today that did not exist ten years ago.	True	7	False
	Everyone agrees that money is all you should work for in a job.	True	?	False
	A fireman does not need to be in good physical condition.	·True ·	7	False
	To be an astronaut, you have to know how to read, write and do math problems.	True	. ?	False
	When you talk to people, they always under- stand what you mean.	True	?	FElse
	You have to think more on some Jobs than others.	True	? •	False
٤	It takes many people to make a new car.	True	?	False
	People from other countries help us by sharing ways to cook food.	True	· • . ?	Fa.1se



CAREER	DEVELOPMENT	SURVEY (4-5)	
Paue 2		•	

P a u	e 2 ,	TRUE	DON'T KNOW	FALST
13.	forest rangers work to protect the scenery and health of animals in the forest.	1 rue	7	False.
74.	You will enjoy all of the same things when you grow up as you do now.	True	? /	False
15,	Schoolwork is easier when you like your classroom.	True	7	False
16.	The only time you learn anything new is in school.	True	. 7	False)
17:	All people agree on what is right and wrong.	True	?	Faise
18	It is important to think of many things before making a decision.	True	?*	False
10.	What you do in your free time does not affect your family.	True	?	False
20.	You are likely to live in the same neighborhood when you grow up.	True	?	False
21 c	Taking care of your house and yard is one way of being a good neighbor.	True	. 7	False
22.	When you graduate from school, you have learned everything you are going to learn.	True	?	- False

I.D. Number_		Contro
pre	•	<u> </u>
Experiment	tal	Contro

FOUNTAIN VALLEY SCHOOL DISTRICT

CAREER DEVELOPMENT SURVEY (6-8)

Name	- Grade	Date	<u> </u>	
School	1	<u> </u>	· 	
INST	NUCTIONS: Circle the answer that best describes what you to Mark an answer for each statement.	hink abou	ıt each	statemen
•		TRUE	DON'T KNOW	FALSE .
1.	You would have to move to a new location if you wanted to work as a gardener.	True	?	False
2.	Knowing what you can do well might influence your plans for a career.	True	?	False
3.	There are many jobs that exist today that did not exist ten years ago.	True	?	False
4.	How we feel about ou selves does not affect our job choices.	True	?	False
5	A person can always find the job he wants in any area of the courtry.	True	?	False
6. ·	Most jobs require some knowledge of reading, writing and math skills.	True	3.	False
7.	Your relationship with your teacher is similar to that of an employer and employee.	True	?	False
8.	It is not important to compare products when - making a purchase.	True	?	False
9.	Only adults should have a savings account.	True,	?	False
10.	People who are always on time for school wil! likely be late for work.	True	?	Faise
11.	Spelling ability is not important for a secretary as long as he/she can type well.	True	?	Faise
12.	It is all right to take things from a store as long as you work for that store.	True	· ?	False
13.	A mailman does not need to have reading skills.	True	?	False
ric	It is always best to buy the cheapest item you can find.	True	?	False

	· · · · · · · · · · · · · · · · · · ·	. /	\ '.	•	
•		TRUE	DON'T'-	HALSE	•
15.	Your choice of a career is not influenced by how well you do in school subjects.	True	?	<i>L</i> \ False	•
16.	A laboratory researcher is likely to work with more people than an office receptionist.	True	?	Fa1se	,*
17.	Your family's opinions influence your choice of a career.	True	?	False	
18.	You have to study the same subjects in high school and college whether you are going to be a forest ranger or a lawyer.	True	?	False	
19.	It is not important to consider your hobbies in the choice of a career.	True	3	False	
20.	Following instructions from a boss on a job is much like following directions from your teacher now.	True	?	False	
21.	Your friends can never influence the way you feel about things.	True	~	Fall se	
22.	The environment in which you work should not be an important consideration in your choice of a career.		r Fr	Faise	
23.	Good grades in science are not important for a person who wants to be a doctor.	True	7	False	
24.	It is important only for poor people to plan and budget their money.	True	v.	False	

Revised Fall, 1977

Student's Name:	: ^{: ;} , ··.		,		
Date:					:
Teacher:	~ \		•	•	
Grade Level:	Please circle the best answer for each question. If the following is an example of a Career Cluster or Career Group? Counting Otography and Otography are Unralism Lowing are available in the Career Center: reer folder Hege information formation on career clusters/career groups and b only 1 of the above ber'of credits required for graduation are: 2 If the following is not a service you can receive from the Career Center Colorable information In permits In permi				
-	Please circle the best answer for each question. If the following is an example of a Career Cluster or Career Group? counting otography alto reserve the content of the above to the above to the above to the above the following represent career alternatives after graduation? ear college itary service reserved to the above the following represent career alternatives after graduation? ear college itary service reserved.				
			•)	e i
1. Which of the following is	an example o	f a Career C	luster or Car	eer Group?	
 a. accounting b. photography c. health d. nurse e. journalism 		•	•		-)
2. The following are availab	le in the Car	eer Center:		· ·	
 a. career folder b. college information c. information on caree d. a and b only e. all of the above 	r clusters/ca	reer groups	•	:	
a 252	uired for grad	duation are:			
4. Which of the following is	not a service	you can rec	eive from the	e Career Ce	nter
 a. scholarship information b. bus permits c. interest surveys d. all of the above e. none of the above 	ion •	<i>f</i>	,	The second secon	•
5. Information on graduation	requirements	are available	e in the:	,	
 a. career folder b. student handbook c. guidance center d. all of the above e. none of the above 	· · · · · · · · · · · · · · · · · · ·			· .	
6. Which of the following rep	owing is an example of a Career Cluster or Career Group? available in the Career Center: promation on career clusters/career groups bowe dits required for graduation are: owing is not a service you can receive from the Career Center information veys bove above aduation requirements are available in the: pook ter took				
 a. 4 year college b. military service c. apprenticeship prograd d. all of the above 		,	_		
e. none of the above	•	1	- X		. *

7. An interest inventory

- a. tells you what you can do.
- b. tells you which occupation you should enter
- c. tells you possible jobs available to you in your community
- d. all of the above
- e. none of the above

8. Which of the following are part of the decision-making process?

- a. gathering information ·
- b. considering values
- c. identifying alternatives
- d. all of the above
- e. none of the above

9. Which of the following are examples of personal alues? (Not necessarily your own)

- a. high income
- b. independence
- c. security
- d. all of the above
- e. none of the above

10. Priority can be defined as:

- a. a ranking o∮ things in order of their importance
- b. a linking of occupations into a cluster
- c. those things required in an occupation
- d. all of the above
- e. none of the above

11. Aptitude

- a. ` measures interest areas
- b. leisure time activities
- c. measures abilities or skills
- d. all of the above
- e. none of the above

12. Which of the following represent career alternatives while still in high school?

- a. on-the-job training (CROP or CAP)
- b. California High School Proficiency Examination
- c. Work Experience program
 - d. all of the above
 - e. none of the above

13. A Career Cluster is a group of:

- a. values
- b. related occupations
- c. strategies
- d. abilities
- e. none of the above

Page 3\ 14. The career folder is stored in: a-, the Guidance office Ь. the Instructional Center the Career Center d. the Activities office none of the above. The JOB-O and the COPS are examples of interest surveys a. Ъ. Kuder/IQ tests C. GATB all of the above ď. æ. none of the above Courses required for graduation are in the following departments: 16. English a. b. Social Studies ^ Math C. Physical Education d. e. all of the above Courses are required for graduation in the following departments: 17. Science Industrial Education b. c. Home Economics **Business Education** e. none of the above A source for monitoring (keeping track of) one's education progress is: 18. a transcript Ь. · a career folder

a counselor C.

d. all of the above

none of the above

The following are examples of possible training routes while in High School.

elective choices

, out of school training (CROP, Work Experience)

volunteer work

all of the above d.

none of the above

20. An interest is:

something you like a.

b.

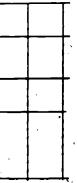
something you do well something that is required C.

d. all of the above

e. none of the above

 Stı	udents Name:			D ==== 450	_			,	•	
Dat	te:			D PROJEC STUDENT EVA		NC		,	,	
. Tea	acher:		······································	Oct., 1		É			`; `\	
GA	de Level:			• • • • • • • • • • • • • • • • • • • •		,			•	
			•		4	-			AGREĖ	rs10
Dir	rections: P	lease read each que uestion, whether y	estion careful ou agree or di	ly,then mark i sagree with it	n the	pox	to '	the	m.	DISAGRE
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,	,		٤.				-1,-	.m.∕
1.,		nd how to use my Ca requirements.	areer Folder fo	or determining			•		ج.	·
2.	I feel the	interest survey wa	as a valuable d	experience for	me.	ケ -		•	,	
3.	I understa choice.	nd how my interests	s are related	to occupationa						
4.	I am aware education	of the importance or an occupation fo	of planning no ollowing high s	ow for further school.			a de la companya de l	23m.		
5.		of some educations to me after high so		opportunities		÷	•			
6.		to obtain the info	ormation necess	sary for educa	-					
7.		nd the relationship d my future plans.	between my hi	igh school				•	5	
8.	The Career for future	Center has the inf planning.	formation and m	naterials neces	ssary		<u>, </u>	•		
9.	The career careers.	program provided m	ne with useful	information al	out		•			
10.	The career	program helped me	better underst	and myself.						
11.	I know how	many units I need	to graduate.	*	, a			. 1		
12:	The process	s of planning my hi	gh school cour	ses was benefi	icial					
13.	I would red	commend the career	program to my	friends.				·		
14.		program helped me ngs important to me			17					
15.	I plan to u	use the Career Cent	er when approp	r,iatë.						
16.	The career	program has helped	me begin to s	et educational	goal	s .			4	

- 17. The career program has helped me consider several career choices.
 - 18. The career program helped me in the development of my four year educational plan.
- 19. The career program has helped me to make better educational decisions.
- As a result of the career program, I better understand the connection between skills learned in specific high school courses, and those skills needed on the job.



APPENDIX B

FREMONT UNIFIED SCHOOL DISTRICT SKILLS ASSESSMENT

COMMUNITY EXPECTATIONS FOR STUDENT SKILLS Developed by AT&T

Donald U. Honicky Supervisor

In early 1970 the American Telephone and Telegraph Company and the Ohio Bell Telephone Company entered into a contract with the Battelle Memorial Institute in Columbus, Ohio to develop a method for determining what a broad cross section of the community felt a public school system should be teaching students. This project was named Community Expectations for Student Skills.

In the late 1960's (and continuing to today) it was recognized that high school graduates were entering the world of work without the ability to read, write, compute or otherwise function to a sufficient degree. Additionally, many communities were voting down various money issues for school support and some communities found that school doors were locked because the district had run out of money.

It segmed rather obvious that the school system was not communicating properly with its constituency. Over the years the public had determined that the schools were doing a good enough job and community controls were loosened to the point of noninvolvement. Suddenly, parents, students and employers were asking whether the schools were doing the kind of job that they were meant to and whether or not they should have closer supervision from the outside. This took the form of various interest groups, parents committees or community advisory boards that more often than not turned into an adversary group against the administration and teachers.

The purpose of this project was to find a way to organize the broad community (parents, teachers, students, businessmen and administrators) in such a way that they were not antagonists but partners in determining what the schools should be doing. It has been increasingly recognized that schools should not only be teaching those things necessary to move from one grade to the next or to meet the requirements for matriculation, but should also be teaching students the skills of living that often are vitally important. The Community Expectations process recognizes that the following elements must exist before such a cooperative effort is successful:

- 1. The goal of the process should be to work together to determine what should be done not find fault with the existing curriculum.
- 2. The school system must be willing to make this their major activity for the period of the project and must publicly commit time, personnel and effort to the project.
- 3. The participants must all be trained to deal with the process of specifying skills in the same manner. They must be able to focus their efforts on skills in such a way that they avoid drifting into other areas of concern and so that the product is acceptable and useful to the schools.
- 4. The school board and the administration must be willing to respond to the work done by the broad community in such a way that the present curriculum will be analyzed for the existence of the skills desired by the community and so that skills not being taught will be woven into the curriculum where feasible.

ERIC

Full Text Provided by ERIC

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The process includes thorough instructions for the school system and school board in suggested ways to make the necessary public commitments for the credibility necessary for success. It lays out through the use of organizational tables, manuals for the project director and superintendent, activity timetables, etc., the way to organize both the community and the school system for the project. There is a thorough training manual that enables a head trainer to train a small cadre of people in the process and in the rudiments of nonconfrontative group discussion methods. The manual then permits the cadre of trainers to train larger groups of volunteers who will conduct meetings throughout the community comprised of large numbers of volunteers from the various groups mentioned above.

The project director is given suggestions on how to obtain the community volunteers, the group leaders and the trainers. There are also recommendations for various community meetings to introduce the project initially as well as report back the results of the group efforts and explain what the school system will do with the data.

The process was initially designed in Columbus, Ohio and has been thoroughly field tested in Lancaster, Pennsylvania under the auspices of the State Department of Education; in Woodbridge, New Jersey and in Beaverton, Oregon, again under the auspices and with the cooperation of the State Department of Education.

Current Status

The AT&T developed process has been utilized in both the Fremont and Milpitas Unified School Districts. The information gained forms the basis for the current and projected career education relevant activities in these communities.

These materials are presently scheduled for release in 1976.

Request for additional information should be made to:

Donald U. Honicky

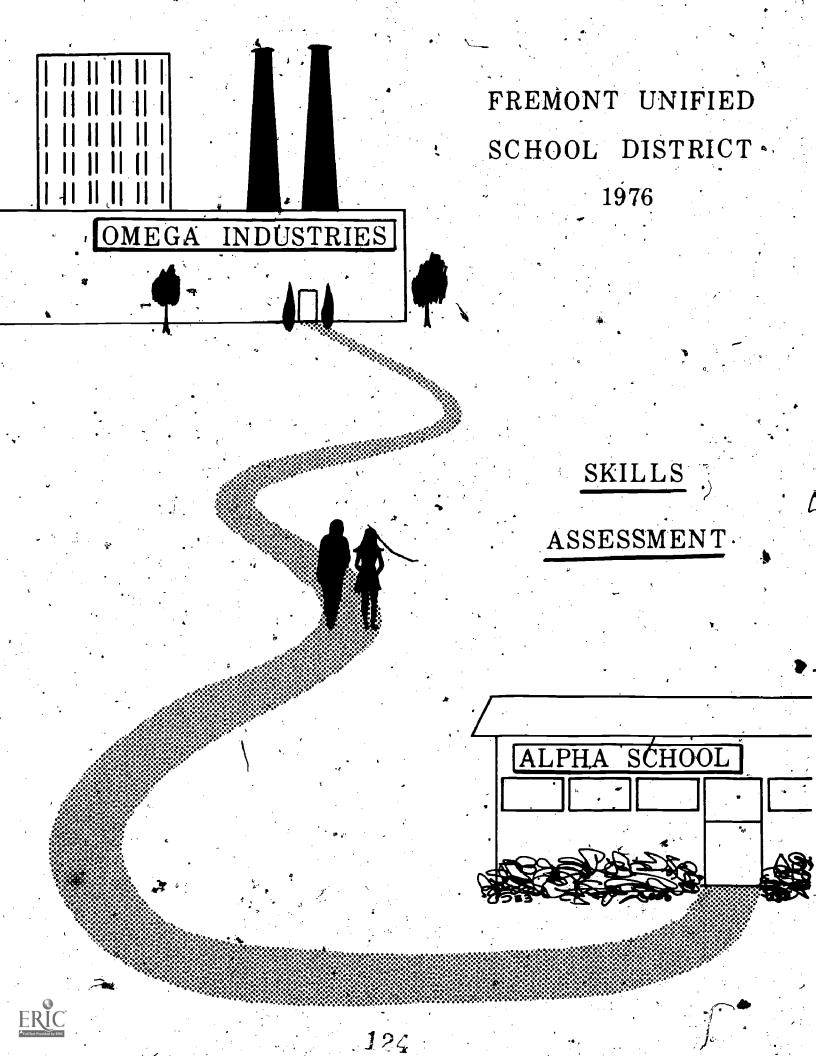
Supervisor Educational Relations

American Telephone and Telegraph Co.

195 Broadway

New York, N.Y. 10007





DEVELOPMENT AND IMPLEMENTATION

OF SKILLS ASSESSMENT PROGRAM

FOR FREMONT UNIFIED SCHOOL

DISTRICT, K - 12

JANUARY TO JUNE 1976

by

Ransom J. Moore, Sr. PROGRAM COORDINATOR



FREMONT UNIFIED SCHOOL DISTRICT

40775 FREMONT BOULEVARD & FREMONT, CALIFORNIA & 94836

PHONE 687-2380

AREA CODE 415

June 30, 1976

Board of Education Fremont Unified School District 40775 Fremont Boulevard Fremont, California 94538

Dear Board Members:

In recent years people all over our nation have heard an increased amount of comment about what is being taught in the public schools. Some of the comments are positive, other comments are negative.

Like most districts, the curriculum in the Fremont Unified School District is a tried and true curriculum; but, in the minds of many in the community it may be in need of rejuvenation. With your support and encouragement, we have, over the past four months, been through a process called The Community Skills Assessment program. During this process, some five hundred and fifty-six (556) individuals representing the business community, the community at large, students, teachers, and school administrators have put in several thousand man hours in reporting to us what they wanted the young people of Fremont taught in order that those young people may "Make It" in life after they leave our schools. Thanks to your willingness to support this effort, and thanks to the tremendous amount of time and effort put in by the people who participated, we present to you this document which sets forth those skills the community feels should be taught.

This program is the first step in an ongoing attempt to provide the people of Fremont with the type and quality of educational program they desire for their children. The next step is to assess our current curriculum in light of what they have told us. We will then come up with a further report stipulating those items which are currently included in our curriculum, those items which because of law, or other reasons, can not be included in the curriculum of Fremont Unified School District, and those items which can be implemented into the curriculum along with a possible time table of such implementation. The second report will be ready for dissemination to you and the community approximately November 15, 1976.

I wish to pay special tribute to Mr. Phil Brazil and Mr. Joe Moore, who have spearheaded this project, and again express to the Board and to the community my sincere appreciation for their support and the thousands of man hours which have gone into this project. With continued support of this type, the time will come when Fremont will have the outstanding educational program in the state of California.

Very truly yours,

Wayne S. Febguson, Ed. District Superintenaen

WSF:ma

ACKNOWLEDGEMENTS

The program coordinator wishes to express his thanks to Dr. Wayne Ferguson for his support and continuing efforts to have community involvement in the affairs of the Fremont Unified School District. The Skills Assessment Program was the opening of an intensive effort to involve the community businesses, lay, professionals, students and educators in the design of a curriculum.

Thanks are due the Fremont School Board who were willing to ask for suggestions of subjects to have in the curriculum and involving the community for those suggestions.

To Mr. Philip Brazil for his guidance, suggestions and allowing the program to progress at a natural pace when things looked rather remote.

Thanks to the extra efforts of Mr. James Mayo in the forming of the initial program and goals along with Dr. Lee Foust and Mrs. Ann Crumpton who came all the way from Oregon to work on the program over the weekend.

A special recognition must go to those persons from within the school system who volunteered to be "trainers" and go to the schools to help the groups in their efforts: Marty McCoy, Bert Robarts, Francis Brewer, Ann Souza, Bill Lincoln, Dick Giudici, Norm Stelle; Kathy Reynolds, Kristen Olson, Joe Hilton, Napoleon Amboyan, Jim Allen, Richard Hammer, Art Oldenburg, Nick Silvestri, Homer Sweeney, "Bo" Conley, and Pat Ackley and Kay Pacheco who, in addition to being trainers, were also compilers. To the "leaders" who took the initial step forward into the unknown and then accomplished in an exemplary manner what we asked of them. In addition, the hundreds of Fremont citizens - residents, business persons, high school students, teachers and school administrators - who contributed their time, efforts and ideas in order to bring about a better curriculum within the Fremont Unified Schools.

Ransom J. Moore, Sr.

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FREMONT UNIFIED SCHOOL DISTRICT

SKILLS ASSESSMENT PROGRAM

Purposes of the Assessment

The purpose of this project for the Fremont Unified School District was to find a way to organize the broad community in such a way that they will not be antagonists but partners in determining what the schools should be teaching in the curriculum. It has been increasingly recognized that schools should not only be teaching those things necessary to move from one grade to the next or to meet the requirements for matriculation, but should also be teaching students the skills of living that often are neglected but vitally important. The Skills Assessment process recognizes that the following elements must have been in existence before such a cooperative effort is to be successful:

- 1. The goal of the process was to work together to determine what should be done, not find fault with the existing curriculum.
- 2. The school system made this an activity for a period of six months and publicly committed time, personnel and effort to the project.
- 3. The participants were all to be trained to deal with the process of specifying skills in the same manner. They, most of them, were to focus their efforts on skills in such a way that they avoid drifting into other areas of concern so the product was acceptable and useful to the schools.
- 4. The School Board and the Fremont Unified School District administration are to respond to the work done by the broad community in a positive manner, first, showing what the results are, then the present curriculum will be analyzed for the existence of the skills desired by the community so the skills not being taught will be woven into the curriculum where feasible.

Selection of Representatives

This activity was designed to involve a large number of residents, students, teachers, administrators and business people of the community in generating a list of skills they thought a student leaving high school should have in order to be effective in life. Fifty-seven of the scheduled sixty-two groups of fifteen per group scheduled, met simultaneously in the high schools plus Alviso, Niles, and Warm Springs Elementary Schools to produce such a list of skills

The first phase of the Skills Assessment activity was from January 12 to March 30, 1976, and involved general planning, dissemination of information to the public and selecting group leaders to condust the various meetings.

The meteord phase spanned a period from April 6 to May 5, 1976. The program coordinator who had conducted a similar program in Beaverton Congram conducted a similar program in Beaverton Congram conducted a similar program in Beaverton Congram conduct the properties of the propertie

Of the one hundred eighty-six (186) group leaders, one hundred forty-four '(144) represented the residents who live in the school district, eighteen (18) represented students from the five high schools and continuation schools, fifteen (15) represented the teachers of the five high school attendance areas, three (3) from various district administrative levels and six (6) from the business community. Using specific guidelines to insure a broad representation of the community, the resident and student group leaders and three (3) business persons were recruited by the high school principals and, in addition, a specific number of teachers. was also one (1) teacher selected by each of the elementary principals. The administrator leaders and representatives were selected at random by the program coordinator from different school levels and in various managment positions. Resident and student group leaders, three (3) from each 'school, were then to select four (4) other persons for a combined total of fifteen (15) to each group and to participate in two evening meetings which occurred on April 20 and May 4, 1976.

The total attendance at the meetings was five hundred thirty-seven (537) or 58% of those scheduled of which 18.99% were minorities in comparison to 13.6% in our school system.

The meetings were conducted in a manner to insure that all particpants had equal opportunity to contribute to the list of skills that were being compiled. The groups, after compiling their list of skills and descriptors, then placed them under one of the school district's existing seventeen goal areas in the leader's manual. Many of the skill areas, the groups felt, did not fit, therefore requiring an "unidentified" area be used.

The total community groups produced two thousand twenty (2,020) broad skill statements with an average of 3.4% descriptors which further clarified these skill statements. Many of the skills were duplicated from group to group but the total number of items produced was six thousand eight hundred seventy-seven (6,877).

PLANNED PARTICIPATION TOTALS AND PERCENTAGES

	TOTAL GROUPS	TOTALS	% OF TOTALS	# LEADERS	TOTALS IN DI	STRICT
STUDENTS	6	90	9.7	18	31349	•
TEACHERS	5	7 5	8.1	15	1350	
RESIDENTS	48	720	77.4	144	75480	
ADMIN.	1	, 15	. 1.6	3	. 84	•
BUSINESS	<u>2</u>	<u>30</u>	3.2	6	APPROX. 3000	
	62	930	100.0	186	•	•
TOTAL TALL OF	AMERICAN	IRVINGTON	KENNEDY	MISSION	WASHINGTON	
TOTAL BY/ % * AREA/ TOTAL	174/18.71%	234/25.16%	174/18.71%	189/20,32%	159/17.10%	

PLANNED REPRESENTATION

BY

ATTENDANCE AREA - (A)

AMERICAN	IRVINGTON	KENNEDY	MISSION	WASHINGTON	WILLIAMSON	HILLVIEW
15	15	15	15	15		15
. 8	5	8	8	1 7	2	· 1
15	15	15	15	15	•	15
15 TOAL	FROM ALL SCI	DOLS AND	DISTRICT			
6	6	6	6	6	•	
	15 8 15 15 TOAL	15 15 8 5 15 15 15 TOAL FROM ALL SCI	15 15 15 8 5 8 15 15 15 15 TOAL FROM ALL SCHOOLS AND A	15 15 15 15 8 8 15 15 15 15 15 15 15 15 15 15 15 15 15	15 15 15 15 15 8 8 7 7 15 15 15 15 15 15 15 15 15 15 15 15 15	15 15 15 15 15 8 8 7 2 15 15 15 15 15 15 15 15 15 15 TOAL FROM ALL SCHOOLS AND DISTRICT

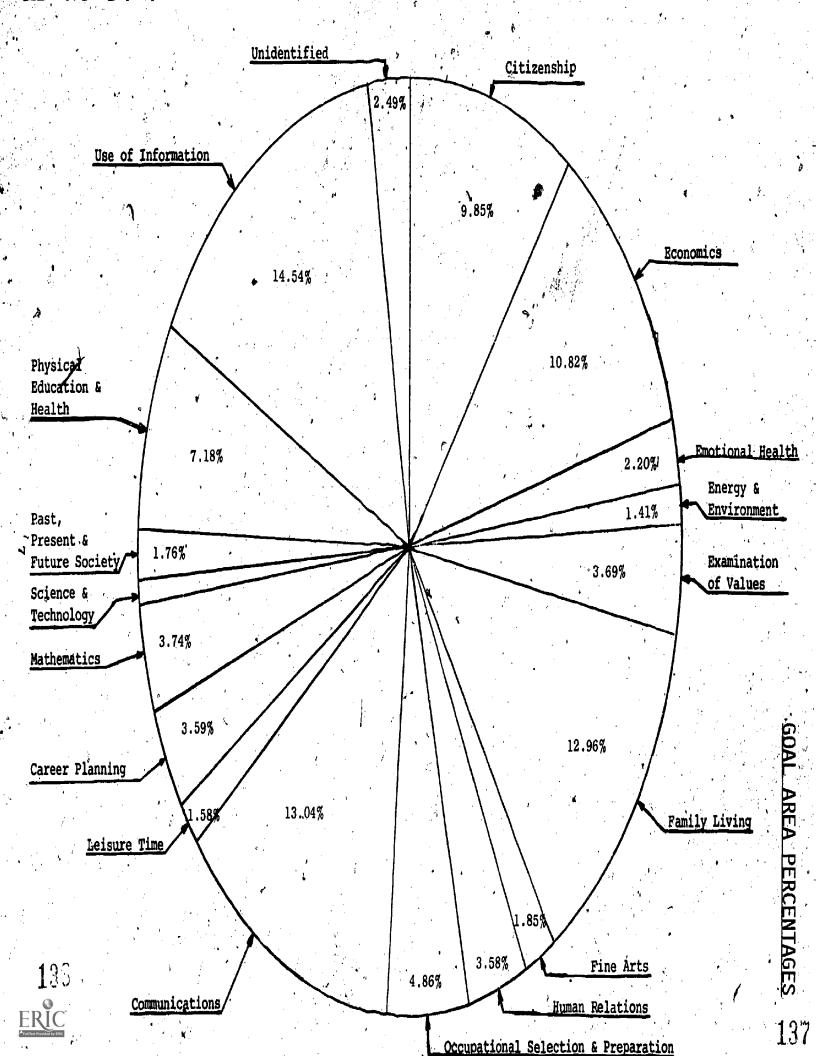
PLANNED REPRESENTATION BY ATTENDANCE AREA - (B)

AREAS	AMERICAN	IRVINGTON	KENNEDY	MISSION	WASHINGTON
JR. HIGH	THORNTON	HORNER-ROBERTSON	WALTERS	HOPKINS	CENTERVILLE
STUDENTS	0	0 , 0	0	, 0	0
TEACHERS	1	1 / 1	1	1	1
RESIDENTS	<i>i</i> 5	15 15.	15	15	15
•	(<i>)</i>			•
ELEMENTARY SCHOOLS	,		•	, i	
REPRESENTED	1	<u>10</u>	1	8	4
STUDENTS	0	Ö	0	0	0
TEACHERS \	6	8	6 , .	6	4
RESIDENTS	105	150	105	120	60

ITEM INPUT BY GROUP AND SCHOOL

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•		sinistrati	\$1008\$ Bt	udent, 7°	scher . Re	ldent is	aldentified	
·	₽ o	. 993	\$ C	. 40		, , ,	30	•
Citisenship	28	12 *	60	63	514	1 4	678	9.85
Economics	15	31	85	116	497		744	10.82
Emotional Health	4	10	17	5	115		151	2.20
Energy & Environment	6	·	4	18	69		97	1.41
Examination of Values	16	1	22	28	187		254	3.69
Family Living	43	1	77	96	674		891	12.96
Fine Arts	4	1 `	3	14	105		127	1.85
Human Relations	4	6	33	. (30	173		246	3.58
Occupational Selection & Preparation	19	4	49	24	236	2	, 334'	4.86
Communications	20	16	86	114	655	6	897	13.04
Leisure Time	5		5	14	83	. 2	109	1.58
Career Planning	7	. • •	. 17	55	168		247	3.59
Mathematics	5	1	31	21	:199		457	3.74
Science & Technology	•		16	7	36		59	0.86
Past, Present & Future Society	5.	•	11	11	94	•	121	1.76
Physical Education	8		69	48	, 366	3	494	7.18'
Use of Information	29	3	85	141	742		1000	Á4.54
Unidentified	8		23	7	133	,	171	2.49
Total	226	86	693	812	5046	14	6827_	
% of Total	3.26	1.25	10.08	11.81	73.37	0.20	100%	

/35



Skills Assessment

Fremont Unified School District		_		
		L		T.
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		ration		
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Administ	Business	Student
			98	
		977		
GRAPH SHOWS NUMBER OF		**		
- ITEMS SUBMITTED BY EACH				
GROUP, EXCEPT RESIDENT,	4			
WHICH WAS TOO LARGE TO				
BE DISPLAYED IN PROPER				
PROPORTION.			-	
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			7	
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CY SY MOUP		Sr	, Hi	igh			Jr.	Hig	gh			E	len	ieni	àr	,					- 1						•				٠			·				_	_			-	POSS	MP	RINCI	•
Resident Unidentified	' American	Irvington	Mission San Jose	Washington	Willianson Hillview	Centerville	Horner	Robertson	Thornton	Walters	Aviso	Azevada	Biacow	Brookvale	Cabrillo	Chadbourne	Durham	Fremont	Gankler	Genmoor	Green	Grimmer	Hacienda	Hirsch	Leitch	Maloney	Marshall	Mattos	Mission Can Los	Mission Valley	Mowry	Niles	Normic	Oliveria	Olivos	Parkmont	Patterson	Rix	Vallejo Mills	Warm. Springs	Warwick	-	bbre	See viatelow	tions	5
14						*			79	6			49				35	69		22			54						83		64			63					. 22		50	3				
•					ı	90	117				55		105		Ó6	911									115							8	1.17		22		Ž.	103		92			:			
						141	Ϊ,	136					1	12					54					146		128	129	T	,						1	142	•					,		•		
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. CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emoritonal Health
EE Energy &
Environment
ExV Examination of
Values
FL Family Living

FA Sine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Leisure Time
CP Career Planning

MA Mathematics
S&T Science & Technology
Soc Past, Present & Future
Society
PEH Physical Education
& Health
Uol Use of Information
UID Unideatified

Skille Aucument

Configure (Institut Cabasa) District	*	۱ -												_							• •3		F	HE(U	HC	YB	Y.A	TE	NO.	ANC	¥A	REA	i		
Fremont Unified School District				W (M)	"	-	ir. H	·			High	_		Elea	÷	÷				-	, .	,			· ·	T			11	1	i		·		CHOOL FABRUARICS	
A PERSON LEAVING HIGH SCHOOL SHOULD SE ABLE TO	total frequency	tration			fied		1000	rton	lle		u ₀				4	urne			5						Sec.	Valley					C		Mills		See abbreviations below	
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Teacher	Unident	Invingtor	Kenned	Washing	Centery	Hopkins	Roberta	Walters	Azevada	Blacow	Brookva	Chado	Premon	Glanklar	Gomes	Grimma	Haciend	Leitch	Malone	Mattos	Millard	Mission	Nilge	HON	Oliveria	Parkey	Patters	Rix	Watten Springs	Warwic	}	
CITIZENSHIP						·											ŀ						,						ŀ	P						
1. Know Local, State and Federal Government	. (П						П																	T		Τ							1	• , .	
a. Understand operation of local, state	28	1	3	^ 2·	Į,	ı	1		1 1	1			1	1		1 1	1	1	ı	1	П	1 1	1	,	1 1	1 1	1			1			l		See UID-3mbc See Soc-2c 3f	
and federal government	1									<i>r</i> .														\prod		ì					Π				See Soc-8,9,1 See HR-3	abc
b. Willing to take scrive part in it	20	1	1	1 1	, 		1	2	1	1 1		1	ı					1			1	1			1,	1 1				ı					See CP-19 See ExV-5h	
(productive role)								Ħ				Ħ			П	1	1				٠.	Ħ		T					П		П		Ī	П] ,
c. More aware of that is going on >	5′	1	1	1	ı				1	1	7						,																		See LT-15, Soc See SOC-1	la
-voting and register (procedures)	36		1 3	4 2	ŀ	2	2 1	2	1 1	1			ı	ı	1	1		1	•	1 1	1	1	1	1	1 1	,	1	1	1	ı	1	1	1	П	See CZ-4	
-city council (attend meetings)	13	1	1	1 1		1	1 1		ı				1 1					1		ı	Ī				1			1		1					.)	
-local government (operation)	25	1	1 4	1 1	1	1 2	. 1	ı	1 1			H	1		1	ı	ı	1	1	1 1			1		1 1	1	l	1				1		1	See Soc-2C	1
-permits, licenses	4		1	:			1								П					1					1 1		ŀ					·	П	П	See CP-7c	1
-read newsprint (be informed)	18	1	1 2	4 10		1	3 1	2	1.	1			1	1	0						1	1			T	' 1]		1			\prod		Sec OSP-lp VoI-ls-g	
-go to library (phone book)	3,			1 2			ı						1		П																			П	See LT-12 UoI-51,b,10e,2	216
-representatives and candidates (issues	19	1 1	1 3	2 12		1	2 1	1 2	1			П	1		П			1		1		ı	1		i	1	1	T		ı		[Π	See Soc-lc	
and meetings) +					t .				П	Ī		П					1.		П						T									l.	4 J	
) -agencies available for needs(functions	23	1 1	ı	1 20		1	1	1	1	ı					i	ì		1]	i	1	1 1	1	1	ı	1		1	1		П		\prod		FL-11h,HR-12d, LT-5,VoI-5h EE	
-rights and responsibilities (legal)	30	ı	3	3 22	2	1	2 2	1	П	1 1			1		1	ı	e.	1		ιμ	1	1	1	1	1	1	1	ı	1	T			1	1	See Vol-2,4e	1
-texation	8			2 6	•	ı	1	1			T					i					1				1	1					1		\prod	- 1	See Ec-8,13 UoI-19r,20	
-welfare and special security	6 🔪	ı	1	1 4	ı		1				T		П				.			1	٠.	\prod	. 1	1	T			- 1		T		П	\prod		See FL-1b, UoI-5mn,19g,p	
(rights and benefits) (disability)	5	1			1				1		†			+				1	\prod	1	\dagger		1	1				1			\parallel		Ħ	П	See FL-9n UoI-2d	1
-how to use system (supply & demand)	11		H	Π,	T,	H	+	H,	1, 1	$\dagger \dagger$	†	Ħ	H	\dagger	$\dag \dag$	H	Ħ	†	$\dag \dag$		t		+	H	\dagger	+	til	1	H	-	$\dag \uparrow$	H	\forall		See VID-3a	† '

CROSS REFERENCE

- CZ Citinenship
 Ec Economics
 EH Enotional Health
 EE Energy &
 Environment
 Ex*V Examination of
 Values
 FL Family Living

- FA Fise Arts , HR Human Relicions OSP Occapational Selection & Preparation Can Communications LT Leisure Time CP Career/Planning
- MA Mathematics
 SAT Science & Technology
 Soc Past, Present & Fature
 Society
 PER Physical Education
 & Health
 Uol Use of Information
 UD Unidentified

Skills Auesiment

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Fremont Unified School District			PROPERTY OF	HENCT OF GRA	**		Sr. I	ligh		J	r. Hi	gh		Ę	leme	nter	7		_	_	, .					_		,	•	,,	٠,			·		CHOOL FRANCISCO
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	to .	stration			2			an Jose	Hillyin					- Lambert			me						,			San Jose	/alley							Mills	July 1	Seé abbreviationa below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	17.	Business Student	Teacher.	Unidentific	American	Kennedy	Wission S Weshingt	Williamsor	Hopkins	Horner	Thomton	Matters	Azevada	Brier	Brookvalk	Chadbourne	Fremont	Glankler	Gomes	Grimmer	Hacienda	Letteh	Marshall	Mettos	Mission	Mission	Nies	North North	Oliveria	Parkmon	Patterson	Rix	Vallejo IV	Warwick	
CITIZEMENIP (Continued)						•																														
-checks and belances of system	9	1	1	2		1		2	2	1		1			\prod	\downarrow	\prod		1		\prod		\coprod		1		+			\prod	+	\coprod		_	ı	
-individual freedoms	10 .	1	1	2	4	1		2	1			+	1		\prod	1	\prod		\downarrow		H	1	H	_	+	H	1	H	+	H	+	H			. 1	See ExV-1d
-practice in school (mock government)	1		<u> </u>	\prod	1	1	H	+		+		\parallel			H	+	H		+	\parallel		+	H		+	\parallel	+	1	+	H	+	H			\parallel	
-duties of officials (position)	7	H		2	\$	1		1		1	-	$\frac{1}{1}$		H	$\frac{1}{1}$	+	H		+	\parallel	1	+		1	1	ig	+	H	+	H	+		\parallel		\parallel	
-documents, Bill of Rights, Constitution		╂╬	3	Н	3	2	2	2 1			+		1		1	ı	H	H	1 1	\dashv		,	1	\parallel	+	١.	+	1	+	\parallel	1	Ħ		+	\parallel	See Soc-lg
-judicial system (various courts)	17 1	H	4	H				+			+								,		**	Ť	1							ľ						See CP-19
who makes laws	11	,1	3	1	•	1 2	1	1	1	1									1	٤				1	1 1					\prod		\prod		1	\prod	U1D-4d, OSP-;
-How layer affect us	15	1	4	ı	88	1 2	i	1	2	1						1		l	1		1 1	1	Ľ	1	11		1		1	\prod	_			1	Ц	Uo1-2,4e,10f
-how changes are made	14	1	3	1	9	1 2	1	2	1	i	i	+		-	b	1	$\frac{1}{1}$		+	<u></u>	1	+	\prod	1	11		+		<u> </u>	\prod	+	H		+	\parallel	<u> </u>
-career opportunities	1	H	+		1	4	4			+-	6	+		+	+	+	H		╁	+	H	+	H	+	+	H	1	H		H	+	H		+	$\frac{1}{1}$	OSP-1
-police department (know protection)	7:	H	+	1	4	1		1 2		+			+	1	1	+	+		:	+	\parallel	1	$\ $	\parallel	+		+	H		H	+1	H		+	\parallel	I/oI-51.
problems faced	1	╁	• ,,	1	4	+	+	<u> </u>	H	1	H					†	\parallel	H	+	\parallel		ť	\parallel	+	1		+		+	\parallel	†					
communication system attitudes toward police (rights)	7	$\ $	+	1		•		1 2						1								1							1		1			<u>'</u>		
-U.S. History (government)	7						ı				1								\downarrow		ŀ	_	1	1	 -		-				1			1		800-3,10,15
(concepts, not tames and dates)	,	\prod			\downarrow				\prod	+		-				+	\prod	\prod	+			1		\parallel	+		\downarrow	\prod		H	_	H		+	\parallel	80C-3d,j,k,1,
-school boards and administrations	В	$\ \ $	1 1		8	1	1	1	\prod	1	\prod	+	1	+		+	H	\prod	1	4		+		\prod	+	1	1	$\ $	1	H	1	H		+	+	
-respect for ideals (other's rights)	11	1	-	\parallel	101		1	1	$\frac{1}{1}$	+	1	+	į	,		1 ,	-		+	+	1 1	1		H	1	\prod	+	\prod	1	H	1	,	\prod	1	H	
-business (private and government owned)	- 5	1	1	Ц	له	Ц	Ŀ	Ц	Ц	1		1.				1	11	L	Д.,	Ļ			Ц ,	Ш	11	Ш		Ļ	J.,,	Ц	1	Щ			⊥ l	·•

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Enotional Mealth
EE Energy &
Environment
Est Enmination of
Values
FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Leisure Time
CP Carner Planning

MA Mayachatics
SAT Spreace & Technology
Soc Sast, Present & Future
Society
PEH Physical Education
& Health
Uni, Use of Information
UID Unidentified



Skille Assessment

Farment United Cahaal District							•									:						,			REC	ομ	EAK	Ŋ.	YA	П	ENC	AA	VCE	AR	EA_		
Fremont Unified School District	. "		Medi FIFE (VENCY I	,,	•	ı. H	igh		j,	. Hig	h		E	ome	mtar	y .	-)	•			:								_					J	CHOSE TA	eranence
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	a total	dministration	ent	Teacher .	entified	gton	nedy ion San Jose	hington	anson Hillway	kins	ertson	nton	0.00	vada	A	okvale riilo	dbourne	nont	kler	168	us.	ende	£ 5	oney	tos .	ird	Mon San Jone	λ.,		13	90	erson	nolds	eio Mills	m Springs	Se abbrevi belo	iations
SELF AND INTERPERSONAL COMPETENCIES	frequency	Adn	Stud	Resi	Unid		Ker	Was	Cen	Hop	2	Thought S	S S	Aze		<u> </u>	<u>ال</u>			ğ	5	Hac	Ę	Mak	Mat	Mile	Z S	δ <u>3</u> Σ 2	S Z	Ž Č	Σ	Part	Rey	× F	War		i
CITIZENSHIP (continued)		H					Ť	+	+				+	#	Ħ	#	Ħ				7	Ħ				Ħ		†	Ħ	#			Ħ	,			
-labor unions (laws)	. 2	$\dagger \dagger$		2	\prod	+	+		\dagger		\parallel	†	T	H	\prod		1	1	Ţ		1						Ħ	Ť	T	1	V		Ħ	1		SOC-19	
-tobbyists	1	\mathbf{I}		ı					†	ľ	. -		T	1	\prod	T				11	1	H	Ť	T.			T			1	1		Ħ	1,			
-water and sanitation districts	2		1	1			1		\dagger				1	Ħ	1	1			+		1				\parallel	1		1		1		T	T	1		,	• .
-PTA responsibilities	1			1		1		\prod	+	i		1	l			1					1	Ī	1			1		:		1			\prod				
-car license reneval	1		:	1	T	•	1								1						1.									I			\prod			CZ-2a, I	UI D-4
-license and identification procedures	1	П													·		ľ				1			,									\prod				•
-due process of law	4			1 3		1]												·		1			1												, ,	
-jury duty	4 ,			1 3		1	ı						1						l						Ц	•				<u> </u>							
-trial procedures	5		·	1 4		1	1						1						1									1		1	1	Ŀ					: '
2. Knowledge of laws (Criminal and Civil)	. 6	1	1				\perp	1	ı		1	\perp			1	•			1		Ŀ		ļ							1	•	<u> </u>			Ц		,
a. Know rules and regulations (respect)	21 .	Ц	2	2 16		2	2 1	1	ı		1		Į.			1		1	1		1 1	1	-	1	Ц	1		1 1		11		1	\prod	1	٠	Vo1-5j	
-consequences for not following	11		1	2	2	1	1		1			1				1	Ц	Ц	,		-	\prod	1	1		1		_		_	1	1	4				
(penalties)	<u> </u> -	\coprod	\prod		1	L	\downarrow		Ŀ	4		1				_				Ц	•	\coprod	1	\downarrow		1		_		+		-	-		1		_
of science	1					Ŀ	1	\coprod					Ц	1						Ц	\downarrow	J		1		,		1	H,	\downarrow	\sqcup	+		1	_	ļ	÷
-traffic (MVC) and car	6		\coprod	6	4	1	1		ot	1			\prod			\downarrow		1	+				1	4	\prod	1		<u>·</u>		1		43		1	4	UPD-4,CZ	Z-le
-building and zoning	, 1			-1				\coprod			\prod			1	\prod	-		\parallel	1		1			1	\prod	1	\prod	1	H	1		\perp	\coprod	\perp	1	ļ ,	
-fire codes	1.		\prod	1	· -		1	\coprod	$\prod_{i=1}^{n}$	-		\cdot			\coprod	1	Ц	\prod	1		1	\prod	-	-	\prod	-	\sqcup	\downarrow	Ц	+			\coprod	\coprod	\downarrow		•
-health codes	4		\prod	4	\downarrow		1	\parallel		1	\prod	_		_	\prod	1			1		1	\prod	1	\downarrow		1	\prod	1	\prod	\perp	\prod		\parallel	\parallel	\downarrow	UoI-5i,9	.
-city ordinances	-6	\coprod	$ \cdot $	đ	\downarrow		+	\coprod	l	1	1	1	 -	1	1		\parallel		1		1		1,	_		1		1.	\prod	\downarrow		1		\parallel	\downarrow	1	,
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CROSS REFERENCE

- CZ Citizenship
 EC Economics
 EM Emotional Health
 EE Energy &
 Environment
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 Values
 FL Family Living
- FA Fine Arts
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MA Mathematics
S&T Science & Technology
Soc Past, Present & Future
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PEH Physical Education
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Fremont Unified School District			Allest Tittle	1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1		Şr	. Hig	1	۱ .	r. Hig	À	[Elon	ente	7	,	,			,		,										a	
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SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Teacher	WADJUY	TVINGE	Mission	Willer	Hopkin	Roberta	Water	Aveo	Blacow	Brooks	Checker	Fremor	Gentle	Code	S.	Hirsch	Metor	Merel	Millerd	Mission	Mounty	Ž	NO NO	Parkme	Patters	ч.	Werm		i .
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-business	3								1										,				1				\perp		Ц	\prod		<u> </u>	
-drugs, alcohol, etc.	2		ı		I															11								٠	\coprod			PEI	I-1 <u>«</u>
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-charges against you	1		1			ŀ	Ц	1		9									Ц		ŀ	ŀ				Ц	1					$oldsymbol{\perp}$	
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-contracts	3			3	<u> </u>			\coprod		\prod	$\downarrow \downarrow$		_	\coprod		<u> </u>	1				\downarrow		1	Ц		\prod	$\downarrow \downarrow$				1	Ec-	113
-income tax	1			1	1	<u> </u>		\coprod	╽		\coprod		1			\coprod			\coprod		1						\coprod				1	Bc-	8s-1,13
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CROSS REFERENCE

- FA Fise Arts
 HR Humas Relations
 OSP Occupational Selection
 & Preparation
 Com Communications
 LT Leisure Time
 CP Career Planning

- MA Mathematics SRT Science & Technology Soc Past, Present & Fature Society PEH Physical Education & Mealth Uel Use of Information UID Unidentified

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Fremont Unified School District			ANN FIFE	P (6)			v. H	ígh		Jr.	Hid			Ele	mont	817		7.1	•	, , , ,	· .		1	·.				_	· T	· .		 	, T T	<u> </u>	(140771070)	
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SELF AND INTERPERSONAL COMPETENCIES	total	Administ	Student	Teacher	Unidentif	Inington	Kennedy	Weehin	Certerva	Hopkins	Robertso	Walters	OBAN	Blacow	Brookve		Curben	Glenkher	Gorrage	Green	Teclera	Hirach	Weloney	Mettos	Millard	Mission	A CANALA	TON TO	North C	Olivoe	Parkmon	Reymold	Vellejo Mills	Wary		
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3. Respect to (rights - discipline)															<u>\</u>										Ц		1		1.			4			,	
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b. Civic (law)	12	ı		1		l								1							ı	1	1	4			νļ		1	1	ı	4			06P-3, CP-	
c. Job	1 14				┨	1		1	Ŀ		Ц	\coprod		\prod	1			1	1	Ц		Ц	\prod	\perp		\coprod	, e	\coprod	;		ļ	1			COM-2v, 80	
d. Political (debate)	3	\coprod	1	1.	1	1			\perp	ŀ		1	Ц	\prod	_			Ц	1				\prod	-	\coprod		i	\prod	\downarrow		\downarrow	4	Ц	_	Con-2u FL-1b,5a,5	
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f. Other (social)	15	1	_	1	┨	1		1	Ш		Ц	1		1	1		\prod	1					1		\prod		1	\prod	1	1	$\prod_{i=1}^{n}$	4	\prod	1	BR-2	:
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m. Set an example - teachers	1	\prod			1	_								\prod	Į,			\coprod	1	\prod	\perp		\parallel				1					1	\prod			
n. Authority (command by pri	d 2		L										<u> </u>	\coprod				\coprod	_	1			\coprod		\coprod		1		1	1	\prod	_	\prod		HR-4a-e	
teacher, aide, parents				ŀ ,										$\rfloor floor$																		1			<i>₹*</i> 	<u>.</u>

CROSS REFERENCE

CZ Citizenship
Ec Economics
EE Energy &
Enylronment
EsV Examination of
Values
FL Family Living

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- FA Fine Arts
 HR Human Relations
 OSP Occupational Selection
 & Preparation
 Com Cohmunications
 LT Lelaure Time
 CP Caseer Planning
- MA Mathematics
 SAT Science & Tychnology
 Soc Past, Prayast & Future
 Society
 PEH Physical Education
 & Health
 Uol Use-of Information
 UID Unidentified



Fremont Unified School District			•		FREQUENCY BY ATTENDANCE AREA	•
LIGHOR CHIRE SCHOOL DISTRICT		PRODUCT ST	Sr. High Jr. High	Elementary		CHORT FAUTURED
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		tration	San Jose San Jose In Hillview Ile	1776 1776	Maldoney Marahali Marahali Marahali Millean Millean Mission Valley Movry Nuiles Nodi Nodi Nodi Nodi Nodi Nodi Nodi Nodi	See abbreviations below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Adminis Business Student Teachér Residen	America Kenned Mission Washiny Williams Hopking Hopking Hoberts Thornto	Aviso Azevede Blacow Brier Cebrillo Chedicol Durbam Fremoni Glenwee Gomes Gomes	Mainten Mainten Mainten Mainten Millean Millean Millean Millean Noil Noil Noil Noil Noil Noil Noil Noil	
CITIZANSHIP (continued)						<i>L</i>
o. Mational heritage	. 2	.2			1	8oc -3d,n,o, I ExV-2b,d,3a,b
4. Voting (Ballot)	•					
a. Intelligently (political structure)	11	1 2 1 7	2 1 1 1 1 1	1	1 1 1	•
b. Know platform (candidates, parties)	19	1 2 4 12	2 1 1 2 1 1 1 1	1 111		
c. Political issue (where to find platform)	17	1 1 3 12	1 1 1 1 1 1 1 1	1 11 11	1111	
d Candidates responsibilities (choosing)	11	2 1 8	1 1 1 1 1 1	1 1 1		(' ' '
e. How rights are lost	2	1 , 1 1	1		1	
f. Why working is important	5	2 1 2	1 1 1			
g. Campaign funds	1	1				
h. Needs for re-register	3	1 2	1 1			
1. Absentee ballots	1	1		1		
j. Petitions (put on ballots)	1	1				
k. Petitions (file for candidacy)	1	1				
1. Voting machine	2			1		
· · · · · · · · · · · · · · · · · · ·						
CONOLITICS	_					
1. Everyday Economics	_	<i>a</i>				ee AR-6a
. a. Understand and compute interest rates	13	1 2 10	12 1 1	1 1		L-16, MA-21
b. Understand basic business contracts	8		111		1 11	



C2 Citizenship
Ec Economics
EH Emotional Health
EE Energy-&
Environment /
ExV Examination of
Values
FL Family Living

CROSS REFERENCE

- FA Rine Arts
 HR Human Relations
 OSP Occupational Selection
 & Preparation
 Con Communications
 LT Leisure Ther
 CP Career Planning

- MA Mathemetics
 SAT Science & Technology
 Soc Past, Present & Plante
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 PEH Physical Education
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total frequency	Adminis	Student	Teacher	Unident	Irvingto	Mission	Washin	Centery	Hopking	Roberts	X/alters	Azevad	Blacow	Brooky	Chadba	Durhan	Glankle	Gomes	Green	Hacien	Hirsch	Malone	Martos	Millard	Missior	Niles	Ž	Oliveria	Parkme	Patters	×	Warm	Warwig		
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CROSS REFERENCE

CZ Citizenabip
EC Economics
EH Emotional Health
EE Energy &
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ExV Examination of
Values
FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Leigne Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Soc Past, Present & Future
Society
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& Health
Uof Use of Information
UID Unidentified



Fremont Unified School District	1	PREQUENCY BY ATTENDANCE ARE														A'																			
TTEMONE UNINEA SCHOOL DISCIPLE			PROGRAMMY AT THE OF COOPER				Sr. High			Jr. High			Elementary																		CARROL & VOLUMENCO				
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		Administration			ffed		San John	ton List in	He		S -		,			irse			5				0	Mershall		Sen Jose				-	nt m		Mills	Springs.	See abbreviation below.
SELF AND INTERPERSONAL COMPETENCIES	total frequence		Student	Teacher	Duspiun	Invingtor	Kernedy Mission San	Washing	Céntery Hopkine	Homer	Roberts Thornto	Weise	Azeveda	Brier	Brookva	Chedo	Framon	Glankler Glenrhor	Gomes	9	Haciend	Hirach	Maloney		D. BERT		Mount	Note	Norris	Office	Patterac	Reymon	Vallejo	Warwic	
CONCMICS (continued)								,	П		ŀ			ì		M		,,					ŀ			1		Į,				floor			
g. Various pay rates/hr. (vacation, sick,et) 2	[]		2							1					,				l															CP-7b
h. Recurring expenses	4			4				l	1		á									, l			.												
i. Emergency expenses (medical, car, etc.)	. 7	\prod	3	1 3		ı	1	1 2	1							[,	1															
j. Value of promotions	1			1							1																								CP-20a
k. Why budget successful or not	2			2											1									1				1							
3. Have Resic Business Skills													,												•						Ц				CP-16
s. Megotiste prices	2,		1	1			1											1																	
b. Now to say no	6	\coprod	1	1 4			2				ı	1			1		1				Ш			L	Ц	L									UoI-22n
c. How to buy a house, car, etc.	2		1	1			1				,				ŀ			1		_								Щ				\downarrow			FL-2a,4
d. Expansion of business	1			ı			1																								\coprod	1		Ш	· · · · ·
s. Creation of employment	1			ı	_		ì		Ц	Ц															Ŀ			Ц				1		Ш	
f. Economic terms	2	Ц					1		<u>L</u>	\prod	Ш							1		_	Ц	1			Ц			Ш		Ц	\coprod	Ŀ		Ц	
g. Supply and demand	3			1 2		. :	1				•				L			1			1						ا			Ц	\coprod			L	CZ-1c
h. Corporate atructure	1	Ц		li					Ц					Ц							1		\prod	4		Å		Ц	ŀ	Ц		\perp		Ц	CZ-20, FL-1
i. Public relations	1		\coprod		T,	Ц											Ц			;	4	\downarrow	\coprod	\perp	Ц	Ľ				\prod_{\cdot}	\coprod	1	\coprod	Ц	VoJ-18s-d
4. Understand Credit	1		\coprod	\prod	1		\coprod				\coprod			\prod	\perp		Ц	1			\coprod			Ш					1			ļ	Ц	\prod	UoI-19m
a. Use of credit (cards)	12		1	4 1	1	1	2 1	2	1		.	l					\coprod	1				\perp	\prod			Ц				الم		\perp		\coprod	
b. Charge accounts (Now - Cost)	7	l [i		6			1		1					\coprod			1	1		ı									•	1		1			
c. Dangers of over extension	7		1 1			\	1	2							1	4			\prod						1					1				\prod	
d. Time payments	5		\prod	1			-		1		\prod				آ	 			\prod	1	\prod					1		\prod		1					

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Fremont Unified School District													. '		•	**		·							FRI	ral	/EN	CY	BY/	477	EŅL	DAN	ICE	A	IEA		• ,	-
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	total frequency	tration			Led.	c		San Jose	Iton on Hillwiew	Ne.		ב			ľ	9	irro)r.							San-Jone Valley				ř	= .		ARK	prings		See abbreviation below.	a B
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Adminis	Susines	Teacher	Residenti	America	Kennetor	Mission	Washing	Centervi	Homer	Thornto	Walters	Azevede	Blacow	Brookva	Cabrillo	Derhen	Glaritder	Glenmoc	Green	- Grimmer Haciendu	Hirsch	Maloney	Marshall	- Willard	Mission	MOWITY	Noise	Norris	Olivos	Parkmor	Reymold	Rix Vallero	Warm S	Warwick	. , '	
ACONOMICS (continued)																	T,								1													
e. Credit rating (good/bed)	8		1	2	5		3	ı]	i			1				1														1	
f. Make application	5		1	1	4		1		1	1			ŀ						1						1							1					,	
g. Truth in lendingact	3				3				1			╽													ı							1						
h. Establishing credit (types)	- 2			2			1	1			\prod									İ			,															,
i. Check credit statements	7			1	1		1														١,	5				1			-							Üò	1 18 e-d	
j. Reporting agencies	1	Ц		L.					L		\prod									,					ı								Į,		,			
5. Maintain a Checking Account																														,						Ųo	I 17a-d	K
a. How to belance a checkbook	21	1	1 3	3 1	3	2	3 1	<u> </u>	2 2			i	1		ı		1				ı					1	1					1					2	
b. How to write checks	8	1	1 1	2	3	1	1		1 1			1	1		-												1											
c. Deposits and withdrawals	11	1	1 1	2	6	Ц	1		3 1			1	1				1				. [1	ı									!		Š
d. Know basic math			1	1	1	1		<u> </u>	Ш		Ц		1																							M.	-6e -1. Bc-1f	
6. Understand Banking Procedures		Ц	1		Ш			Ц	Ц			Ц																		<i>,</i> .							·1b -17c,d	_
4. Basic banking	113		ı Ż	3	1	2		1 2	1								4.			1			1				ļ				1	1				, ,	W.	
b. Show how to save money (plans)	13	Ц	1	1 1		1	1 2		2	1			1		'			1	1		1		1	1		Ĺ						1					. •	
-passbook	1 ,			1	1	ŀ						4									\																	
-interest	4	L		2	2	1]		1							•																							
-time certificates	, 1					1		Ĭ.	\coprod					.]																					Ĭ,			
c. Statement	<u>, 7</u>	1	1	2 3	3	1	l	·I	1				_		ŀ		1			1																		
d: How to open an account	. 5.	, 1		2	2	1	2	ı						, <u> </u>																		\prod					ė.	٦
e. Various services	4	,				1	1		\prod			\prod		IT		\prod							1		(Į.	ı	1					٦

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- FA Fine Arts
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- MA Mathematics
 S&T Science & Technology
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	•	etration		1	tified	5 2	San Jose	son Hillview	rife.		S vo				rate 2	Durne		eor.				4			n Velley		,			5		Springs	*	abb	See eviations elow.	
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Studen	Teache Resider	Vindon	LANGE	Mission	William	Hopkin	Homer	Thom	XXXX	Azeve	Brier	Cabrac	Chadba	Framo	Geral	Gomes	Grimm	Hirsch	Melon	Marsh	No.	M	MOW	2	E O	O P	Patters	Rix	Werm	Warwi			
SCONCARCES (continued)			,									·	4												,											_
7. Some Knowledge of Investments							\prod			ļ							Ц						Ц					1					Į,	<u> </u>	Y	_
s. Stocks and bonds, mutual (various) funds	10		2	1 7	1	1	1	1				1		1			\coprod	1		1				1		\perp	\coprod		_	H	1		ļ	;	· ·	_
b. Foreign exchange	1			l		\prod		Щ			\prod	Ц	'		\coprod		\prod	1	_		Ц	4		\prod	-		\prod	-	1	\prod		\downarrow	\prod		ن	4
c. Types of insurance	,1			ı		Ц	1	į.				Ц			Ц						L	•			_	\perp		\prod				4	1	7 2a		_
d. What stocks worth/profit	4.	\coprod	3	ı	1		2	Ц				\coprod		\prod		,	\coprod	\coprod	<u> </u>	\coprod		4				1	\coprod	\prod	_			\downarrow	\coprod		· · · · · · · · · · · · · · · · · · ·	-
e. How to read market report	4		2	2	1]		Ц	\perp		\coprod	Ц		1	Ш	٠,	Ц		1	1		1		Ц			Ц		_].,						-
f. What/what not to invest in	6		3	3	1]	1	\coprod				Ш		1	Ц	1		,	4	1	\prod	1		I,		1	\coprod				Ц	4			, <u>t</u>	. 1
g, Choosing a good broker	3		2	1		\.	1	Ц			$\perp \!\!\! \perp$				Ц	4	\coprod	Ц				1		\sqcup	Щ	\downarrow	\coprod	\prod				4	H	:		4
h. IBA	1	Ц		1			Ц	ľ	Щ			\prod		Ц	Ц	1	Ц		4	1	\prod	\perp		H			Ц	$\downarrow \downarrow$	_			\perp		i-lb	M-2c;	
8. Filing on Income Tax Return		Ц	Ц	$\downarrow \downarrow$				Ц			\coprod	┧	_	Ц	Ц	1	Ц	Щ	<u> </u>		\coprod		\coprod	\coprod	Ц		Ľ	\prod	<u>.</u>			\bot			m-20; r,20;	
s. Where/how to file a return (state and	25	i	3	3 19	2	1 1	1 2		1		\coprod	Ц	1	Ц	i	1		l l	1× 1	í	1	1		1	\perp	1 1	1		1 1			þ	1		· ·	_
federal)				7.	١,				•	1				Ц		1			4	Ц	Ц	\perp	1	\prod	\prod	1			·	Ц				`	ţ	1
-short/long form	B		1	2 5	ŀ						\coprod				1	٠,	Ц	\coprod	1	1		1	Į,	\coprod	1	\downarrow	1	\prod	_			1		·. (1
b. Understand W-2 form	6	\coprod		5		l	\prod	\coprod				\coprod	,			. 5			1	Ц					Ц	1	1			•		1		۲.	<u>:</u>	_
c. Know deductions (taxes, retirement,	17	1	3	3 J a	2	2	ı		1						ı			ıЦ	1	1	1			1	Ц	1	l l	\prod	1			1				
social security, etc.)					L		\coprod						\perp	Ц	Ц					\coprod	\coprod		Ц			\downarrow	\coprod	\prod				Щ				
d. Different taxes (income, business,	9	l		2 6	Ŀ	և	l	\coprod			\coprod							١,		1	\coprod	<u> </u>	\coprod	1			<u> </u>	\prod	1		Ц	1	\coprod		•	
property) .	:							\coprod											,		\coprod			\coprod				\prod	1		Ц	Ľ	\coprod			
e. Read/follow directions	11		3 1	7		1	1 2		ı		∐,	L							1	1	1	\perp							1			1				
f. Using tables	6		1	4		1													1						,1215				1			լ				

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Fremont Unified School District		Γ	/AN	# P. M.	187		Sr. P	ligh		Jr	. Hig			Ele	men	ary								•													*
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	3	Hration			ified	S e	,	gton	On Hillying		ua	5					7		, look		,	X		á e		Sen Jose		•			mt	848				See abbreviation below.	18
SELF AND INTERPERSONAL COMPETENCIES	total (requency	Admini	Student	Teacher	Unident	America	Kenned	Washin	Verter 5	Hopkin	Robert	Watters	Alveso	Blacon	Brooky		O C	Geneda	Glenn		German	1	Lerich	Marsha	Millard	Mission	Mounty	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Norrie		Partm	Reymon	Rick	W	*	`\	1
ICOMONICS (continued)															<u> </u> .			1.				Ŀ			\perp			1	\prod				\coprod	\coprod	L	· · · · · · · · · · · · · · · · · · ·	
g. Besic math	9		3	1		1	1	1 1	l			1				l				1					ı		1	<u>"</u> .					Ц	$oxed{\downarrow}$	1		
h. Keep records	7		1	1	•	2	1		ì			i					Ш			1	1 /			Ц			ļ		Ц			$oxed{ig }$	Ц	\prod	\downarrow		_
i. Assistance	3 1				3					1			-					1								1			1		\prod		Ц]1	$oxed{\perp}$	•. ·	
9. Apply for a Loan																												1		١			Ц				
a. Understand loss procedures	11		l	1	8	1		1 2																1	1	, 1		١,	Ц		ĺ		1		L,	· · · · ·	
-b. Interest rates	, 7		1	2,	1	1	l	ı		þ							1				1		1						\prod			\coprod	1	\prod	Re	c-la	
c. Where (shopping) to get loans (sgencies)	12		1	2	1	2	1														1		1	1	1		1				1 1	$oxed{ig }$	1	\coprod	L	·	
. d. What is a co-signer	2			ì	1	ı																				ı			Ц				Ц	\coprod	ot		
e. What is collateral	. 2			2		1	1						·													9							Ц	\coprod			
f. Penalties for no/lste payment	3			2	1	1	Ą						•								1							1	Ц				Ц	\coprod			
10. Apply for Various Insurances					\prod																				Ш			\downarrow				╽	Ц	\coprod		ID-Va-c ol-150-p •	
a. Understand various policies (home, theft,	16	1	1	2 1	1	1	1	ı		1	ı		ı					1		1	1			1	1		Ц		1		1			1	Ľ	· ·	
auto, personal, limbility, life, renters)							\prod																							ŀ				\coprod	ŀ	•	
b. Understand home insurance	. 1																						ŀ					Ĺ			Ц		1	\prod	L		_
c. Various types (limbility, collision,	5							ŀ	\prod		I		1											1						1	1		1	\prod		·	
term, endowment, btc.)			d				\prod		\prod																			1		<u> </u>	Ц			\coprod			
d. Where to obtain advice	3												1																\prod	$oxed{ig }$	1		1	\prod		, '	
e. Benefits (conditions)	3																							ı							1		ì				
f. Basic skills (reading and math)	<u>į</u>			Ī						,																							1			1	
• g. Costs	3	П		1			1				П		1							1,											1						ı

CROSS REFERENCE

- CZ Citizenship
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- FA Fine Arts
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- MA Mathematics
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A PERSON LEAVING MIGH SCHOOL SHOULD BE ABLE TO		Orabon			Sec.	6		Sen Jose	H H			Ş.				1		arrhal.		1							*	- F		;			F	5 4		- Dund		See abbseviatio below.	用色
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Sand	Teacher	Under	-	Keres	Mission			Homes	Potential	N. Cal			Property	Cabrillo		Fremon		E C		Haciend						Money	1 m	Norse		Perturo		ž	N E	When	•	
ECONOMICS (continued)																																			,			1 .	_
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il. Maintaining a Mose ,																															.							(r34,6,3, /10:40,6	Π;
a. Cost of utilities (gas, electricity,		1	ı		1		1												1		1												1					.,,,	
water, phone)						\cdot								T																				l					_
b. Mome repairs (fúses, faucets, etc.)	3	1			1														'n														1				ļ	6P-11, 17L-	.6
c. Amount of income	5	1	1		\prod	T	\prod							W	ŀ				1	ľ						ı				·			\prod				\prod_{i}		_
d. Those about renting	2		1			ľ								T												1	·						Ţ				,	lr4	
e. Nortgages (who, bow)	5 .		1		$\{ $			Į						1		•					1									,			\cdot						
f. Counseling agencies	3	П		, [\prod		П							1		1	ı			1							ŀ						T			\prod			
g. Lifetine expenditures	2	\prod	ı			,			1			1						Ī																					
h. Amount of insurance	1				\prod														1	·													I			\prod		•	
1. Taxes and exemptione	, 2		1			T					$\left \cdot \right $	1	\prod						1														Ţ			\prod			
j. Contracting and repairment	1					T	П					7							Ī														T			\prod	C	Z-2a	
h. Landscaping	1							Ţ						Ī					1										•							\prod			
1. Interior decorating	1			;												Ī			1														T						
12. Consumer Awareness												Ţ		1			\prod			\prod		\prod			T				1							ľ	r	lr2b	
s. Product price awarenésa (comparative)	18		3	4 11		1	4	1 1	l	ı	1		1	1	1 1					ı	1				,								J	,	1	\prod	1		,
b. Food price comperisons	8		2	2 4		1	2	1			ı	1	П	1				Ţ.	,												ş		T			П	17	L-26,5; M-: :-14c	2 d
c. Advertising (packaging)	5			2 3		l	ı	1		ı				† ,	П				1		1		1				1		1	1	1		1					•	
d: Value comparisón			ı	2 5		l	1	1		\top	\prod	T	T	1	 					\prod	ı	\prod	1	Γ		П	1		1			\prod	1		1	П	1		_

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CROSS REFERENCE

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SELF AND INTERPERSONAL COMPETENCIES	total fragiency	Administration Business	Student	Residen	America	Kenned	Wission	Willians	Hopking	Roberts	Thornto	Alviso	Blacow	Brier	Cabrillo	Durhan	Fremon	Glenmo	Green	Grimme	Hirach	Malone	Mattos	Millard	Mission	Nowry	Noll	Oliveria	Olivos	Patiers	Rix	Vallejo	Warwic	· · ·	 		· · ·	
MCONOMICS (continued)						!					1								1															•	,		.· 	
e. Understand credit	. 4			4	ŀ			l					1	ı			.:		1											\coprod				CZ-2	2			
1. Consumer report	1			1	ø									1			1						1			1					Ц	1	Ц	_	<u>r</u>	<u>"</u>	· ·	
g. Where to shop	2		1	1			1		1	\$ ³⁰			1	ŗ																						· ,	*	
13. Understand Taxation System																		,	1.									, 1						CZ-1	lc.		_;	
a. Payroll taxes	. 11	1 1	1 3	5.		1 2	1					\prod	1	1		•			,		Į.			·		1			ŀ				1					
b. Property taxes	. 15	1 1	1 2	10		1 1	2					1	1	1			1		1	1	1				ŀ	1				ľ			ı	FL-2	2d	,		ľ
c. Profits	- 6	1 1	2 1	1		ĺ	i	1					1																	\coprod				• •		<u>: :</u>		,
d. Disburséments	4	1	1	2		1								1			٠										ŀ	ı		N			Ц					ĺ
-income h.	5	1	2	2		1 1	-							1								1						1	<u>.</u>			•		· · ,	•	, ·	٠	
-property	5	1	2	2		1 1								1														1										
-sales	5	1	2	2		1 1								1					. 1	1								1								. ,		
-civil	5	1	2	2		1 1							,	h						•				-		ŀ		1		Ц				٠.				
-Social Security	3	4	1	2		1					1			l									ŀ		١٠)،			1					\prod			- 4.		ľ
-State Disability Insurance	1 ,			.1		Ц											,									Ĺ		1	1	Ц			Ц		•			
-how tax dollar used	3	1	1	1		1					4			1									$ \cdot $							ļ.				_		ХХ		
-benefits of taxes	. 2	1		1										1		•	1				·v				•				<u> </u> .			ŀ			:	<u>.</u>		
-school bonds and taxes	1	1		,																											Ŀ							
14. Buy a Car																	٠																	Ec-3	ic			ĺ
. a. Understand financing (price, interest)	3	1		2				1						1							'			: [,	. , .			
b. True cost of ownership	. 2	4		1 .5	\prod			l	ŀ					F	\prod						. 1				,				\[-		FL-6 Set	a , b; 18	, OSP	-14	9

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LT Leisure Time

CP Career Planning

MA Mathematics S&T Science & Technology Soc Past, Present & Future Society PEH Physical Education & Health Uol Use of Information UID Unidentified

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ECONOMICS (continued)]		1				\coprod	<u> </u>					Ц				Ц	Ц	لِ			
c. Comparison shopping	2	•	2								1	1						11													أن
d. Maintenance	1.						ı																	'					<u>l</u>		
e. Dépréciation	1						1					13 D																			
f. How car runs	1		1	 				N			1															\prod				UID-4a-j	
g, Warranties	1		l									1		ù.]:				ļ. 1.		٠,								,
15. How to Rent an Apartment	1	1		1											1				,											CZ-2a, FL FL-4a-h	
a. Money needed	1						\prod					1].								•					\prod					•
b. Rental agreement	. 1										ŀ	1.								٧								•]			*
c. Services available	1		1									1 0				,		<u> </u>								\prod					
d. Compare	1		1									1	·																	:	
. 16. Know and Understand Gross National Product	1													,					,		1				1						
17. Know and Understand Balance of Frade	1								7																1						
18. Know Major Export Items	-1		1												\									2	1			,	۸.	1.	
19. Know Population Breakdown of Various	1]							\prod					4 4										1						
Countries						П	П				1	. '						\prod												,	7,1
20. Knowledge of Real Estate					\prod					\prod		•		(•							\prod		FL-4a-h UID-5a	\neg
a. Investment potentials	2		1		1		-	\prod			4			/4			T			1		1			,		\prod	1		V	
b. Know basic terminology	1											\uparrow						\prod			•	1						\prod			\exists
. c. Shopping for home	6	1	1	1		\parallel			††		l	1			1		1		#	1		H		-	+		$\dagger \dagger$	\dagger	1		\dashv
-qualifications	4	1.		\parallel	1	1			\dagger	$\ \cdot\ $	1	1		 			1		\parallel	+					+			#	•	,	\dashv
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- CZ Citizenship
 Ec Economics
 Ec Economics
 EE Energy &
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 ExY Examination of
 Values
 FL Family Living

- FA Fine Arts
 HR Human Relations
 OSP Occupational Selection
 & Preparation
 Com Communications
 LT Leigner Time
 CP Career Planning

- MA Mathematics
 SAT Science & Technology
 Soc Past, Present & Fature
 Society
 PEH Physical Education
 & Health
 Uol Use of Information
 UID Unidentified



FREQUENCY BY ATTENDANCE AREA Fremont Unified School District Sr. High Jr. High See A PERSON LEAVING HIGH abbreviations SHOULD BE ABLE TO below. tota SELF AND INTERPERSONAL COMPETUNCIES ECONOMICS (continued) 5 -where, when to buy : 3 -resale value. -how much money required 3 . -monthly payments 1 -type loans 4 EMOTIONAL HEALTH 12a n; 800 1. Recognize Initial Problem 14-1,j; FL la MR-1,2,6 . *: Learning different steps in decision ٠6 Com 61,2v making 1 b. Understand the problem c. Know the different choices and solutions 3 · available 2. Ways to Occupy Yourself in Stress 1 Situations a. Non-violent ways to take out your 1 , frustrations Ί b. Know how to cope with emergencies c. Who to call for help 7

CROSS REFERENCE

CZ Citizenship Ec Economics

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- EH Emotional Health
- EE Energy & Environment ExV Examination of
- Values FL Family Living
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Fremont Unified School District	•		m	W M	7#7	Γ	Sr.	Hig)		Jr.	High		ŗ	Ele	n on	tery								•							_			_	,		,	100 TM	relater.
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	total frequency	stration			ified	u.	×	San Jose	gion on Hillyiew	-1110		ro.				Ble		0	ļ.	Ž			ar.					San Jone		+				, uo	200	Mile 7	Springs		Se ibbrevi beld	ations:
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Teacher	Uniden	Americ	Kenned	Mission	Washin	Centery	Torrer	Roberts	Walters	Alviso	Blacow	Brooky	Cabrillo	Durhan	Fremor	Glenake	Gornes	Gring	Hacien	Hirach	Malone	Marsha	Millard	Mission	Mowry	Selection of the select	Norme	Oliveria	Parkme	Patters	R. X.	Vallejo	Warm			· ζ
RMOTIONAL HEALTH (continued)																						I		•			ļ						I	\prod	Ŀ			Ĺ		
d. Know life cycle: birth - death	3	1			2					L			Ц		\coprod					<u> </u>			Ц		Ц	\perp	1		1		1	Ц	1	Ц	1		1			- 1
3. Know Theory of Thinking and Acting for	-1 '				1															1			Ц	Ŀ								Ц	1:	\coprod	1			L	·	
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av Accept responsibility (how to say no)	7				7									11				1					1					1	1		0			1	i			SIR.	- 8 .	
b. How to think logically	3		1		5				-		-	l,						,			3.				1					/				1	1		1	,		
c. Be self reliant	6		٠.	1	5		1	•						1 1		•				1										*				1					'	
d. Self-esteem	18		1]	7	1	1		1		1	1 1		1 1		¥,		1	1	1		1	1						1	1					1	[ı	LT-	-4d-f	
e. Self-motivation	2				2				1					1								ŀ			1											Ш				
4. Know How to be Creative	1		1				1						\prod																											# 1
Handle constructive criticism	3.		1	, ,	2	1										1		1															I							:
b. How to be happy within yourself-meditate	5	1		. 4							1							1								Ţ]	1						1			
c. Levels of consciousness	1]	Ι,				•		í															T		T												
d. Know how to deal with peer group	`2			•	3 4				,						\	1		1										[•	
pressure	(1)			J																						ŀ														
5. Know Yourself (mind)	10		1 1	E		1		c .	1	1			1	Ţ					1 1	Į		:			Π			1						1		1				
a. Know your capabilities	13	1	,	1 1			ı		2	1	1	1	\prod			L			1				1	ľ		1		1	/			T			\prod	1				
b. Mental - stress points - relaxation	3		1	┱		1							M						1			1			1						П	T		П	П		1			•
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CROSS REFERENCE

- CZ Citizenship
 Ec Economics
 EH Emotional Health
 EE Energy &
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 Exy Examination of
 - Values FL Family Living

- FA Fine Atts
 HR Human Relationa
 OSP Occupational Selection
 & Preparation
 Com Communications
 LT Leisure Than
 CP Career Planning

- MA Mathematics
 SAT Science & Technology
 Soc Past, Present & Future
 Society
 PEH Physical Education
 & Health
 Uol Use of Information
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. c. How to cope - with problems

a. Human emotion

6. Love

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Fremont Unified School District	e e e e e e e e e e e e e e e e e e e		/MPG	UNICY (I	Ţ	Şr.	High	•	Jr	. High			Elen	iento	ıry		• •				•			٠,	-			_			_	-		T	CHOS	TANK	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	total frequenc	stration *	-		Peu	.	San Jose	on Hillyiew		00	C			3/6	urne		,			9	!			0.00	Valley					z z	9	Milis	Springs		'abbr	See reviati below.	
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EMOTIONAL HEALTH (continued)		1	1		·				1			71							Ť							,	T,		Ī					Ť	•	-	<u> </u>
b. Self-expression	1		1	ļ		4																		1					\prod					I		<u> </u>	,
c. Observation of sensuous stimuli	1		1		ŀ		•																														
7. Visual Orientation	1		1		1	· .	١												P	ľ									\mathbb{I}								
a. Awareness of environment	2.		1	1		1																		į	1									1	•	, 	
b. Know that body and mind are inter-	- 1		1				,					ŀ												-										Ţ	·.	. ,	
dependent				4	Ц	1								1						ŀ							\prod	┙									,
c. Basic understanding of psychology	4			4													1	1	٠,					1	1					!							
d. Basic human behavior	2		1	, 2				,										4				1		1					Ш		Ц						
(sportsmanship) 8. How to Deal With Depression (defeat)	3			3												1					•			1				ŀ		1		<u>.</u>					
a. Cope with human behavior	2	\prod		2	\prod		ŀ				\coprod					1								1											,	٠,	
b. Flexibility	1.			1				1			\coprod							1						\perp			\coprod				1			Ļ	. :		
c. How to get along with others	1			1	Ц											1		1					П			•			Ц		ار				• ,		
9. Self-discipline	'n.	1 1		18		1 1						1 1		1										1	1				Ц	1							,
a. Emotional health (know)	3		Ш	2	Ц					1						1													Ц								
b. How to discuss your problem calmly	1	Įŀ		1	\coprod						\prod		1																					·	٠,		
c. Thinking out discussions (I'm o.K.,	5			5		$oxed{ig }$							1 I			1	1									ı					\int				• .	÷ŧ	
you're O,K.)	1.5				Ц						Ц	,							٦							۸.			Į.		•					_	
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- NA Mathematics
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SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Resider	Americ	Kenned		Contact	Hopkin	Robertao	Welter	Alvigo	Blecow	Brookv	Chedic	Durhar	Glenkle	Gomes		Hecien	Lettoh Lettoh	Malon	Martos	Millerd	Mission	Nikes	7 2 2 2	Oliver	Perking	Patters	Rix	Vertero	Warwi		
EMERGY AND ENVIRONMENT	,								ļ	N	*		•		4				1			Ц				1				\coprod	\coprod				
1. Demonstrate Awareness of Environmental	6		3	3			2					1					١,					1		1		1			1	\coprod	\coprod				
Issues	,				\coprod							ľ			1			ŀ	<u> </u>	Ц					Ц	Ц		\coprod					Ц		ļ
a. Local and national agencies responsible	2		2			ı	. 1										Ц		1	Ц		ŀ			\coprod			Ц	ŀ	\coprod			Ц	CZ-1c	
b. Know personally what one could do to	2		2				1 1																		1					Ц	Ц		Ц		
help each isaue							\\	1	,						1				ŀ				Ì						1	Ц	Ц		ŀ	, • <u>,</u>	
c. Awareness of conservation - energy	15		2	13			2 2					1		4	1			1	ı		1			1	1	1)		4	į	<u> </u> '	\perp	Ц		
2. Environmental relations	3	1	1	1		l	1					Ц							ļ			1			1				\perp	\coprod	\coprod	\perp		Soc-1d	
s. Life chains	3		1	1	Ц		1	1								ø					1				i			\coprod	ļ.	Ľ	Ц	\downarrow	Ц		
b. Belance of ecology ("ecosystem")	7	1	1	5	\coprod		1	1					\coprod								1 1			_					ı	1	1	\perp	Ц	9 4 T-3	
3. Aware of Recycle Products and Centers	11		3	8	Ц	1	1 1			į	Ц			1				, 1	1	,	1		1	i					_		\coprod	_		<u> </u>	ŀ
s. Know about sir and water pollutants	' 10	1	1 1	7			ŀ	1 1		1	ı	l	Ц						1		/ ·					1	1			4				. ,	
b. Transportation-yariety and their effect	2			2							1				•				1						1		1		•		Ц	_	Ц	UoI-lle-q	
c. Usage of natural resources	12		3	9	2		1		Ц	1	Ш	1		Ц	1				1	Ц		-	ļ			\coprod	1			Ц	1	1	Ц		ļ
d. Knowledge of past, present and future	1	Ц		1						Щ	•			Ш					1 .		┧	1				\prod	_			Ц	Ц	_		<u> </u>	ļ
energies							\perp					1		Ш			\coprod		ŀ			1	\coprod							Ц	\coprod			· ·	
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4. Effects of Population	5		1	4				1		\prod	\coprod	1			1						\prod	_	1				_	1	1	Ц				Soc-ldie FL-91	
5. Effects of Foreign Countries' Policy	2		1	1	<u>l</u> i														ı		0													Soc-21 3e	
6. Have Respect for Wild Life	4			4							ij	 		ì]	i				j			Ì			1			SAT-4	
a. Man's attempt to control nature	1	1									P					,		•									,			Ĺ	Ш		Lŀ		

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CROSS REFERENCE

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A PERSON LEAVING HIGH SCHOOL SHOULD SEASLE TO	•	stration				C 3	San Jone	or Hillwisw	The					ale .	urne									Sen Jan	V Sites V			Olivos.	5		Wills Springs		Seo abbreviations below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Adminis	Student	Residen	V Prident	Kennato	Mission	William		Homer	Thornto	Aviso	Blacow	Brookv	Cabrillo	Fremon	Glankle	Gomes	Grimme	Hacience	Herrich	Mahana	Mattos	Mission	Mowny	E TO	Norris	Olivon	Pattersc	Rix	Warm	Warwic	
MERGY AND ENVIRONMENT (continued)					1															1					Ħ		1	Ħ	Ħ	Ţ	T		
7. Effects of Noise	2			2	1		1	i														1					1	П	\prod				
8. Understanding Environment	1			1																,													
9. What is Ecology	3	1		2	I					1	1																I			\prod	•	84	LT-5; S&T-
10: Man's Relationship to His Environment	4)		4	T				,					ı							[1				•			ľ	1		
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ANDMATION OF VALUES		Ľ		\prod	-				<u>'</u>							1		\coprod								ľ			\prod				a l
1. Tolerate and appreciate differences in	11	1		1 9	ļ	1						7				ņ		· i		1	Ц	1	11		ı	4	X	\coprod	Ц	\coprod		Н	1-1-12
others (individuals)																_		<u> </u>	Щ			1,					<u></u>				ot		
s, Practices brotherhood	1			1	\downarrow											1		<u> </u>		1		Ц	1				_			$\downarrow \downarrow$	\coprod		<u> </u>
b. Has an open mind (limbers)	2		\prod	2					Ц			\coprod	\prod		$\perp \mid$	_	\downarrow	\prod	\sqcup	4		\coprod	1		4	4	\downarrow	 	\perp	-		1	
c. Respects opinions and values of others	5	\downarrow	4	2 3		1	1	4		+		\prod	\prod			1		1	\prod	1	N	\downarrow	4		Ц	1	+	 		\prod	\coprod	PL	-lb 🔆
d. Understand and respects individual rights	3	1 *		2	H	+		\prod	\downarrow		4		:	\perp	$\frac{1}{1}$	+	1	H		\downarrow	Ц		4	\prod		1	-		\coprod	\sqcup	$\downarrow \downarrow$	CZ	-1c
e. Can identify own prejudices (ethnic,	3	4		3	44	+	-	\prod		_		\parallel	\prod	1.	$\downarrow \downarrow$	•	4		\prod	4	-		1	1	\Box	1	+	4	\vdash	\dashv	$\downarrow \downarrow$	So	c-5c
religious, and, physical)	V	-		·			ľ	\prod	•		<i>,</i>				4			\prod	\parallel	4	\prod		\downarrow		\prod	$\downarrow \downarrow$	+		igert	-	+4	\downarrow	·
f. Is free of prejudice (ethnic, religious,	3	1		3	\prod	1	\prod	\prod	$\downarrow \downarrow$	\perp		\parallel	\parallel	\prod	\prod	+	1		-	\perp	\prod	\prod	1	-	\prod	1	_ -		-	\prod	\prod	\downarrow	*
sex physical)		+		9		1	-	\prod	+	+		\parallel	\prod	+	\dashv	- -	4	\prod		\downarrow		1	+	4	\prod	\prod	\perp			H	\dashv	\downarrow	
g. Has an optomistic opinion of self	- 1	+	4	1		+			\parallel	-		-	+	-	+	\parallel	1	\parallel	٥	+		1	+	igert		$\left \cdot \right $	1		-	\coprod	$\frac{1}{1}$	#	
h. Accepts limits of others.	2	1	+		H	+	4	\prod	+	'	+	+	++	+	-	+	1	-	+	1	H	+	+)	H	\prod			-	-	\prod	Çol	1-2L . '
2. Appreciate Your Own Culture	4	1	1	2	Ш	1	Į,	Ц				Ŀ			` }		I						1	<u>[</u> 1				ı		Ц	\coprod	<u> </u>	. ,

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MANINATION OF VALUES (Continued)																1		J						``\						
s. Knows own community such as Oblone	. 2		1		1																					1				8oc-3o
Indiana, Spanish, Chinese, Nexican,			,			ľ								1.		-			v				,							
Portuguese and their impact on Premont		\prod		4	7					П	: 1	•		7			ļ	M								П	\prod			.1
b. Is able to discuss their own heritage	2	1						Ţ	1													1				Ī				ExV-3; HR-5à
and listen to others				J					•	1		1.	П						,	T		1								
c. Knows who he/she is	1	1									1.	•		٠		,								,						\$ \frac{1}{2} \text{d}
d. Knows own origin and history	4 3	1		П	\prod			3					1							Ī	ì								\prod	8oc-3
e. Respects Uniqueness of the individual	1	1	,																1.			,				\prod				8oc-7
in a pluralistic society													1	,						,	4			•		\prod				
3. Understand and tolerate cultural and	14	1	1 3 9	1,	1 1	i 🔻			1		1					1	1	П		ı	1	1	1		,	\prod		\prod		HR-2a; Boc-3
ethnic differences	. b			1							÷ ;		ŀ				П					,				П				
a. Is sware and understands worlds minority	8	1	1 1 5	2	$\left \cdot \right $				ı	ı	٠,				3		1					Į,		9	Į,],	8oc-3b;8oc-7
people (customs, food, values)	, 4									[]									,				\prod							
b. Aware of histories and values of U.S.	5	1	2 2		1 1	. 7														1].	1				\prod				8oc-11,2d,3
minorities,				'						$\sqrt{}$														ľ	•		•	0		
c. Respects beliefs of others	3		12		1				1			1				٠,	1				,				1.		J	1		
d. Understands world trade	1		1	1			-	\prod	\prod		1	1		1		1	!		\prod		,						77	80	. ale	
e. Is awage and undergrands the U.N.	1		1			3	, P					•	A		,	1		1			1						1	Ų.	. 11	Soc-3g
f. Knows how other cultures are related to	2		1 1	 			Ħ		<u> </u>		11		,	1	-1,		•			.]	٠.	1	1			T		7	~I-1	Soc-3a,n,o
and different from your own	••		$\dagger \dagger$	-		1	††			1		1	1	1		1		T			7	i	\prod			\prod	\prod		1	3

CZ Citizenskip
Ec - Economics
EH Enotional Month
EE Energy &
Environment EXVERGENCE
EXV Examination of
Values
FL Family Living



Fremont Unified School District								.,	•	*		٠.		1 1			•	·				m	QU	EX	:Y	IYA	m	ND	ĄŅ	ΈĀ	REJ	<u> </u>	
rremont unined school district			MEDIA TYPE OF		,	Sr. H	ligh	_	Įr.	High		l	eme	ntar			1					7		•					_				CROSS T REFERENCE
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		tration		Dec	C		ton-	in Hilview						je je	ırne), j	. 5						Valley				,	c		Wills		See abbreviation below.
SELF AND INTERPERSONAL COMPETENCIES	total, frequency	Adminis	Student	Resident	America	Kennedy	Wante	Center	Horner	Robertac	Walters	Azevada	Brier	Cabrillo	Chadbor	Glanklar	Glenmo	Green	Grimmer	Hirsch	Maloney	Marshall	P	Mission	Mowry	Zor	Oliveria	Parkmon	Patterso	Rix	Warm S	Warwick	
EXAMINATION OF VALUES (continued)	*							ŀ		4														,				•	ŀ				1
g. Can define and identify athnic groups	2	1		1	1																				*							80	oc-lg
in the world		•											1			,												,			ا		
h. Is aware of social problems resulting	2	1		1	1					/		.	-1								1												
from discrimination																																	. •
4. Understand Various Religious Philosophies	,		1	6	1				•		1	ı.					1							1			ı	1		\prod		,	
a. Has knowledge of histories and beliefs	7		1	6	1						ı	ŀ			•		1							1			ı	1				80	oc-6
of all feligions																												,					
b. Knows differences between religions	# ₂	Ш		2					3.			1				•	i							ľ					Ц		:	80	:c-5,13,14a
5. Act Responsible	20		1	17		1	i	\coprod		1				1 1	1		ı		1 1	1	1	ı		1 1]		1	1	1	,		-2,3,4
a. Effectively utilizes time and organize	•,	1	1	5	7 1	1								1				-	\perp	1	1			1						i			-8;CP-15b; I-22c
self					1			Ц				'n		•	<u> </u>						ŀ											1	
b; Can earn a living (hold a job)	2		1	1		ı								.8										1								C.	-18c; PL-1b
c. Makes decisions and judgments	a			2	(Ш		,										1		1								U0	1-221, HR-8
-within acceptable bounds of our	6		2	4		1	1										1		1							1			<u> </u>	1			1
society or individual group	4	1			į											,																	
d. Has manners and is courteous	5		,	5							1			1			1		1				-			e de			1				***************************************
e. Shows respect for fellows, authority	12	1		n [j.	1	•	1	1				. 1	i				ΙŢ			1	. 1	1	`				1				· · · · · · · · · · · · · · · · · · ·
and property				\prod																\cdot	·												
f. Accepts consequences of actions	6		1	5		1									1				1	ı.		;]			/							
g. Practices self control	3	2	3	1		1	l			\prod	T					1			Ţ	1												HR	-8; CP-18e

CROSS REFERENCE !

CZ Citizenship
EC Economics
EH Emotional Health
EE Energy &
Environment
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FL Family Living

FA Fine Atts
HR Haman Relations
OSP Occupational Selection
& Preparation
Con Communications
LT Lefaure Time
CP Caper Planning

MA Mathematics
SkT Science & Technology
Soc Past, Present & Future
Society
PEH Physical Education
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Uol Use of Information
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Fremont Unified School District			1.	,										·		7	,					ı	W.	OU	HVC	78	YA	m	NO/	LAC	TA	REA	l ,		,
Listing 20001 District			riani mini			Şr.	Hig	h	ا	ır. H	lah -		Ei		hery					_	<u> </u>			_		_	-		·	7	,	·.	\prod		
A PERSON LEAVING HIGH SCHOOL SHOULD SE ABLE TO		dion		***	7		n Jame	History				,) Teal							sgur sgri	,	See abbreviati below.	
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Administra	Student	Resident	Unidentifie	Kennedy	Mission St	Williamon	Certien-We Hopkins	Horner	Thornton	Xvelters	Blacow	Spries Brookvala	Carbrillo	Durham	Glankder	Glenmoor	Green	Haciende	Hirach	Meloney	Mertoe	Millard	Mission V	Mary	Not	Officerie	Perkmont	Patterson	Rix	THE SPI	Warwick		•
EXAMINATION OF VALUES (continued)	(ŀ									•
b. Is involved in community sifsirs	• 2		1	1				1						1									Ĺ						\perp	\coprod	\coprod		<u> </u>	CZ-11.	
i. Resolves differences non-violently	1			1			Ц				\coprod								\coprod		Ц	\coprod			1		\coprod	\perp		\prod			Ц.		· .
j. Knows how to give or follow instructions	3		Ц	3	\downarrow		Ц						Щ				\coprod	1	Ц		1	\coprod	\perp	<u>.</u>	\prod	\perp	∐,	1	1	\prod	11	igg		001-8a-1 ir-ic	<u>:</u>
6. Develop and Identify a Set of Values					\perp			Ц			\prod					\prod	\prod	$oldsymbol{oldsymbol{oldsymbol{oldsymbol{\bot}}}$	Ц	Ц			\perp		\prod	-			1		\coprod				
Consistent With a Free Society	12	igert	1	2 9	1	1	7	1		1	\coprod	1			1	\prod		1	Ľ	Ц		1	1	1.	Ц		\prod	Щ	1		 	$oxed{oxed}$	\prod		
a. Understands himself	2		1 1		\downarrow	1	Ц	di	<u> </u>		\prod	\prod	,	<u> </u>		 		1	Ц				_	-	\prod	_	\prod	$\downarrow \downarrow$	\perp	\prod	\coprod	\coprod		P-9 loc-1j;Hr-	-20a
b. Knows rights and responsibilities in a	5			4	_	1	Ц	\perp		1 1	\prod		1	_			\coprod	-				\prod	1	1	\prod		ļ, -		1	\parallel	\coprod	+		bI-22j	
free society		H	\coprod	4		-		\parallel			1	$\prod_{i=1}^{n}$	·		٠			<u> </u>				\coprod	\perp	_	\prod	_	 	\coprod		 	-	\bot			<u> </u>
' c. Examinas all sides of issue then decides	. 2	\coprod	1 1		1	1		1	1	4			4	_		\coprod				H	\parallel	\coprod		_	\prod	_		\coprod	\perp	\coprod	\coprod	\coprod		IR-20	
d. Understands medias impact on values	1 7	4	1		1	1	-	\parallel			+-+	\prod	\perp	_		\parallel	1	1	\coprod		4	-	\perp	_		+	ig	$\downarrow \downarrow$	<u> </u>	+	\coprod	\bot	1		
e. Underetands peer'pressures impact on	1	H			+	1		\perp	+	+	\coprod	\parallel	\prod	+		\coprod	\parallel	+	$\left \cdot \right $	\coprod	Щ		Ļ	-	H	+	\vdash	$\downarrow \downarrow$	+	\vdash	1	\coprod		· · ·	
values		4		+	\perp		H	\parallel	+	H.	\dashv	\coprod		1	\parallel	\prod	+	+		\coprod	4	H	\downarrow	+	\coprod	+	\coprod	+	\perp	H	igert	\coprod	$oldsymbol{arphi}$		<u>.</u>
f. Can discuss orally and in writing three	1, -	\downarrow	<u> </u> 1	1	+	1	H	\coprod	+	4	H	+	4	-	\parallel	\parallel	$\frac{1}{1}$			Н	\parallel	\coprod	μ	\downarrow	\prod	\downarrow	H,	$\frac{1}{1}$		ig	╁	$\downarrow \downarrow$	$\!$	•.	
of his own values		+		+ -	Ļ	-	4	\coprod	+	+	\coprod	\coprod	\parallel	4	-	\prod	\parallel	-			<u> </u>	\prod	\perp	\downarrow	\prod	+	$oldsymbol{+}$	\dashv	4	\vdash	H	\dashv	$\!$	<u>. </u>	_
g. Can solve problems within own value	. 4	1		3	\downarrow		\parallel	1	<u> </u>	1 1	H	\prod	$\frac{1}{1}$	+	1	1		+		$\frac{1}{1}$	4	H	$\frac{1}{1}$	+	H		+	$\frac{1}{1}$	#	\vdash	H	$\downarrow \downarrow$	H	R-2L	
system (or make judgments)	70	+	H	$\!$	<u> </u>	Щ	4	\coprod	4	-	$ \parallel $	$\downarrow \downarrow$	\prod	-	Н,	\coprod	\prod_{i}	+,	-	\prod	-		$\prod_{i=1}^{n}$	\downarrow		4	\parallel	\dashv	4		-	4	+		
h. Has pride in self, school & community	*	; 	<u> </u> .	2 *	H			$\!$	\parallel	+	otag	$ar{\parallel}$	$\downarrow \downarrow$	+	1	1	\prod	-	-	H		1	\parallel	1		\perp	+	+	\dashv	+		H	$oldsymbol{\perp}$	1	
1. Knows effects of competition on self	1	+	H	1	\coprod	4	+	\coprod	- -	+	H	\coprod	+	1	\parallel	H	\coprod	+				\coprod	Ц	+	H	4	1	\prod	1	\vdash	H	\coprod	4	· · · · · · · · · · · · · · · · · · ·	•
and others		+		-			1	\prod	\parallel	+	\coprod	 	+	+	\parallel		\parallel	1	\prod	\prod	+	\prod	\downarrow	1	H		-	\prod	\parallel	-	\coprod		+	<u> </u>	1
j. Values competition	1			14		ŀ			1	•	L	\coprod					\coprod			·∐						\perp	Ц	\coprod	Ш				Ĺ	<u> </u>	7

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy &
Envisonment
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Volume
FL Family Living

CROSS REFERENCE

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Communications
LT Leisure Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Sor: Past, Present & Future
Society
PEH Physical Education
& Health
Uol Use of Information
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Fremont Unified School District	1	٠	•	i	,			-				,•		٠,			.1	٠,	,			A	TEQ	UEI	VCY	ay.	ATT	END	MN	CE /	ARE	A	•	
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A PERSONLEAVING HIGH SCHOOL SHOULD BE ABLE TO		ų	,	17.			Jose	Liffrien							11									Jone	A							gs	See abbreviation	
	•	strat	w	ا بو:	בפינו	e >	Ser			on.	Ę,			5	5			5		9				Sen		۱,			ا ا ج	91	1			
BELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Student	Teacher	America	Kenned	Mission	Willians	Hopkins	Roberts	Walte	Arevad	Blacow	Brookv	Chadbo	Durhan	Glankher	Gomes	Grimme	Hactend	Leitch	Marshal	Mattós	Mission	Mowry	No.	Norris	2 y	Patrerso	Rix	Vallejo	Warwid		
EXAMINATION OF VALUES (continued)	·												П	П																				.
k. Understand necessity for rules and	1			1																			1	П			Ī					1	١	-
, ethics in controlling social behavior																											П							_
7. Get Along With Other People	9		2	1 6			2	1		ı		1		ŀ					ı				,,					1	1	ı				_
s. Is swere of others feelings	2			2								[].							1					П	\prod	•		1				Ħ	HR-2c;Com-	2 8
b. Thinks before speaking	2			2															1							,				1			VoI-22	-
c. ls considerate and compassionate of	2			2						ı													T			ľ		1					HR-2d,h;	
others																																	,	
d. Treats others justly and honestly	2	\coprod		2	Ц					ı		l														·		•	\prod_{i}					
e. Knows how to compromise and communicate	1			1										ŀ																l			Com-2a	
f. Willing to share responsibilities	1			1														ì												1	ľ			
g. Shares feelings and ideas without	4	Ц	1	1 2	Ц		1	1											1														Com-2a	
offending		\coprod			Ц		_	<u> </u>	•	1																								
h. Knows what is expected at different	1		\prod	1		\prod	1																			\prod							1	
social activities		\coprod	\prod			\prod			7		Ц																Ì	V		•				_
i. Being aware of different emotions and	1.		1			ŀ	1																1							\prod			R-1s,2c,d, pu-2h	1.
how they effect you and others		<u> </u>	\prod	\coprod							\prod																							_
j. Can be objective in a situation to	<u>l</u>		1			\prod					∐	1						•															lo1-22f; JID-2m,b	
solve problems																											V		\prod					:
8. Make Decisions	9			1 8	l		ı					1 1			1	1	1			1	1	ļ			ŀ		1		T			ı,	 R-8g	_
a. Identifies alternatives	2			1 1		\prod	1				\prod					1	Ţ		\prod			\prod	T	ľ	\prod	11	1				1	Ħ		4

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CROSS REFERENCE

CZ. Citizenskip
Ec. Economics
Et. Economics
Et. Emotional Health
EE. Energy &
Environment
ExY Exemination of
Values
FL. Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
a Preparation
Com Communications
LT Leisure Time
CP Carear Planning

MA Mathematics
SAT Science & Technology
Soc Post, Present & Fature
Society
PEH Physical Education
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Fremont Unified School District			PAREST PAREST			Sr. l	114	•	je.	High			ll.	qui e	?						-		•		,	-)	cmax	/
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	补 .	stration		*			ion Sen Jose Nington	DO Hillying		Du				*	2 True	E F				*	1			Velley				1	eg.		Springs	abb	See reviations below.
SELF AND INTERPERSONAL COMPETENCIES	frequency	Acture	Student	Residen	Americ	Kerned	Western	Valies Control	Hookin	Roberton	Wetter	Azeved	Briegow	Brooks	Š	Fremo	Glenki	Compa	Grima	T Target	Lestech		P	Mission	WOW,	10 Z				Rix	E S	١	
EZAMINATION OF VALUES (continued)							!					•															\prod						•
b. Predict outcomes to siternatives	1			1)	*	1		Ц								\coprod					,		1	<u> </u>	1	4		\coprod	П	Uo1-	
c. Accepts responsibility for decisions .	3 /	N		1	\coprod		1	1		Ц		i	Ŀ		1	_		\coprod	\coprod	L	ŀ					1	\coprod	\coprod	$oxed{oxed}$	 -		ibi-	
differs goals (short and the term)	320	1		3	\coprod			1.		\prod		_	_		1	1				1					1	À	\coprod	-		4	\prod	CP-1	0; 18-6 e
e. Know where to go for he making	2			2				<u> </u>		\prod	$\downarrow \downarrow$		1			1		\coprod	\prod	1	Ц				1		#	$\downarrow \downarrow$	Д			ļ	
decisions		\prod	\prod					1			+	<u> </u>				\perp	-			_					\downarrow	\coprod	\coprod	\coprod	\dashv	-		_	<u> </u>
f. Can gather information	1,		H	1	\coprod	\prod		<u>. </u>							\coprod						1		\prod	\prod	_		1	\coprod	\perp	<u> </u>	\prod		
g. Evaluate decisions	3			3	ŀ		$\downarrow \downarrow$	1		<u> </u>	\prod	_		\coprod	1	1					4	\parallel	4	\parallel	_	\coprod	\coprod	$\downarrow \downarrow$	\bot	 		U10-2	
h. Thinks for him/herself	V 1			1	1		\coprod				\prod	\perp	_	<u> </u>	\coprod				\prod		-	\coprod	\prod	\prod	-		\coprod	$\downarrow \downarrow$	$\downarrow \downarrow$	-	H	BR-8	1,0
1. Learns from mistakes	, 1			1	\coprod		4	_		\prod	\coprod)	1							\prod		\prod	1		\coprod	\prod	$\downarrow \downarrow$	1	\perp		
JCan say no	1	ig		1		\prod			Ļ	\prod	\prod	1	1		Ĥ		•	\prod	\perp	.	4	\prod	\prod	\prod_{j}	+	\prod	\coprod	\prod	\bot	+	\coprod	IR-8	,9c
9. Understand the Handicapped	1			1		\prod	-	1			\prod			\coprod	1	•	1		1		_			\prod	_		\coprod	\coprod	4	$\frac{1}{1}$	\prod	ļ. 	*. ,
s, Willing to have handicapped in	1			11	\coprod	\prod		. -	1	 			<u>'</u>	ļ	H		1		$\downarrow \downarrow$	_	_			\prod	1.		$igdate{}$	┆	$\downarrow \downarrow$	1	-	4	a 1
situations with him/her	:					\prod		4	-		\prod		_		Ц.			\prod	<u> </u>	\perp		\prod	\coprod	$\frac{1}{1}$	_	H.	\coprod	\coprod	\dashv	+	\coprod	-	<u> </u>
b. Knows problems handicapped experience	1	\coprod		1		ľ	.	+	_	\prod	\prod	-	_				1	\coprod	$\downarrow \downarrow$	\perp	+	H	\prod		+		\coprod	\dashv	\dashv	+	-	FL-41	
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VANDLY LIVING			-	1	\parallel	<u> </u>	\parallel	\downarrow			\prod	$\downarrow \downarrow$		\prod		Ц			\prod	\parallel	1	\prod	1.		•		1		+	\downarrow	H		
1. Marriage Preparation	1.			1	<u> </u>			Ŀ					i		<u> </u>	\coprod					,	9		\coprod				\coprod	\bot	1	\prod		
f s. Simulation of a working marriage	2			2					1			! . 	1	\prod	\prod					\prod	1	ļ	\prod	\prod	\downarrow	-	<u> </u>	\prod	$\downarrow \downarrow$	<u>}</u>			
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- FA Fine Arts
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BELF AND INTERPERSONAL COMPETENCIES	total frequency	Admine	Student	Residen	America	Koored	Washin	William	Hopdin	Roberts	Thornto	Awaro	Blacow	Brooke	0	Durther	Clerkle	Comme		Hacien	Tire	Metor	Mettos	Page N		Neige	PON	OFF	Perton	Patters	Rix	Warm	Warne		,
PANILY LIVING (continued)										'	1											1			\prod	\downarrow	L	\prod						· '	
-emotion	1			1		,			1		1	\coprod	,						Ц	\downarrow	•		\prod				<u> </u>	·	1		\prod			 	·
-dating for marriage	, 1	i j									ŀ							_	Ц		4		1					\prod	<u> </u>	-		_		,	
-deting for fun	1			1														ļ.	Ц				i	_		1			_	\prod	1			<u> </u>	
-counseling (needs and responsibilities	2			2				1			ľ	\coprod		1		Ц	1	,					Ш				4								<u>.</u>
of each - "divorte" parents)				-														_				\prod	ŀ		\coprod	\downarrow		$\downarrow \downarrow$		\coprod		•		r	
-aupervising ability	1.			1				\coprod).و		\prod	ľ		<u> </u>	Ц				l							Ц	$\downarrow \downarrow$	\downarrow	\coprod		,	4,	,	
-meturity	• 1			1							,		1			Ц								_	\prod	\perp	H	\prod	1	133	1	i,			
b. Considerations for marriage (basics	11			110		1	. 1		1	1	ı					1	• 1	_	\prod		j 1		ı				1	4	1.	\prod	\prod	1	CZ	-20,30	
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-thy getting married (responsibilities,	. 13	1	1	[1]		1	1	Ц			ļ	\coprod				1	1]	ī		<u>1</u>			1			i	1	H	1	Üc	1-52	_
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-ask for help (not ashamed)	3		'		3				ı	Ĭ.									1					┥.	Ц	•				Ш	\downarrow	\prod	\sqcup	4	\prod	1	_
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-prepare for retirement (social security	1		ì						\prod	\mathbf{J}					\prod									ŀ	1					╽		\coprod	\coprod		\prod	1	_
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a. Responsibility of renting, buying, lebela	. 18		,	1	П	T	1	3	1	Ţ	V		\prod	` .	ŀĬ	1					ı]1			1	1	1			ı		լլի	<u>.</u>		070-70,b,c	

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PANILY LIVING (continued)																	,	T						T							\prod	Τ			• 4,	
-Legal, loans, mortgages, etc.	11		2	1 8	9		1 2								l			1		1	,	1						1				floor	1		WA-2e,1,a	
-Taxes	7			7			1				1				l	1				1		j								1					Bc-13a	:
-Insurance (fire, theft, compare, home-	9	П	ľ	9							1		1		1 1			1		ı		1		ı							\prod				VoI-15d	
owner liability		,														·				,															•	
b. Maintaining	, 6 ,		2	4			1 1	1														1				1				1						
-care of yard - plants, tools, land-	5	1	i	1 2			1	1																				,		1						
scaping, etc.																	,										*				\prod					•
-care of building - paint, etc.	4		1	3			1]									,			1										1	\prod	<u>.</u>		Ц	·	
-plant a garden (how maintain)	5	1		4			-								1					1						1					\coprod				LT-3f; LT-11s-d	
-household budget (bookkeeping)	17		1	2 14			1 1	1	Į,		,	1	1	ı		1				1	1	1	1		ı	ı]	1	1		\coprod		1	Ц	Ec-2	.'
-canning methods, freezing, drylug	3			3																ı	1	1								1				Ŀ		
-competetive shopping-food groups	.14		2	3 9	2		1	2	Ц		1	l			/	1				ı		1 1		1		Ш	l	1						\coprod	Ec-12	
-time budgeting (work, family, leisure,	3			1 2	ľ			1													1	٠ .			ı											
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-utilities - how to turn on, read bill,	4 (2 2			1	1				\int	ļ	ę				1					1												0SP-13	
phone, lights, heat, water																								٩				\prod							,	,
-core of furnishings	3			3									ľ					1								1		\coprod	\perp	l				\coprod		'
-safety (fire, kitchen, electrical, bath,	8			7							1							i		ı			1 1	1		ı			1						OSP-11a; PEH-10a	,
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b. Other costs besides rent/payments	2 '			1 1			1							•						1			L.	Ц							\coprod			Щ	
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h. Proper for handicapped	.1			1											<u> </u>			1	Щ						<u> </u>			\prod			\coprod	<u> </u>			ExV-9b
5. Knowledge of Consumer Buying	6	1		5		\coprod		4.	H						Į,						r		1			1	1	\coprod	Ш		\coprod	Ц		\prod	
a. Do comparative shopping (which stores)	11	1		1 9	1			1						1	ľ		\prod			1	ı		1	1	1	1	1		Ц	1	1				M2d; PL-2b
-read labels, additives, natural foods	5			5			<u> </u>								1						Ц	Ц	1 1	1	1		\downarrow		Ш	1		L	\downarrow	Ц	- 12 W 1
-basic meth (how to save, unit pricing,	15			1 14		\prod	1	1	\coprod	Ц				1	1 1		1						1 1	1		1	1	Ц	1	1 1	1				Kc-lf; WA-l FL-5a
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PARILY LIVING (continued)	•																								\perp	\perp	\coprod		\prod		Ц	\perp				
-consumer rights (Better Business Bureau	7			1 6	1		,			ı						1 1	ľ	Ц	l					Ц		4	1		\coprod	Ι,	Ц	_1	Ц	\downarrow	Ц	ļ
, lawa, agencies)	ı].		ŀ	\prod																Ц	\downarrow	\prod	1			1	\coprod	\downarrow	\coprod	<u> </u>	\prod	\downarrow	\prod	ļ .·
, free enterprise system	1		$\left[\cdot \right]$	l							\prod		\prod	L	'	·			l		1		\downarrow	\prod			\prod	╽	\coprod	\perp	\coprod	\downarrow		\downarrow		
breal personal needs (planning)	3			2					\prod_{i}						1							Ц	\downarrow		ıL,			_	\coprod	\perp	$\downarrow \downarrow$	1	\prod	_		CI-20
-measonal buying	3			3					\coprod		\prod	\downarrow	\coprod	1	Ц	1					1		_	\coprod	1	1	\sqcup	1	\coprod	\downarrow	$\downarrow \downarrow$	\downarrow	Ц	1		
-understand "beit and switch"	2			2				ı	\prod	1	\coprod	1	\coprod	\perp				\prod	\downarrow	\coprod	1				\downarrow	4		_		4	\coprod	\downarrow	\prod	+		
-meking purchase	1			1		\prod			\coprod		\prod	1	\prod	_					\downarrow	\prod	1		1	\prod	\perp		\coprod	1	\prod	4	$\downarrow \downarrow$	\downarrow	\prod	\downarrow	\coprod	' '
-when to shop (time and money)	. 2	Ц		. 2		Ц	\downarrow		\coprod	_	Ц		\prod	\downarrow		1	4	\prod	1	\prod	1		+	1	L		\coprod	4	\coprod	_	$\downarrow \downarrow$	+		+		``
-fraudulent (rip off) schemes	1 .	\prod		1	\downarrow	<u> </u>	1/		\prod	1	\prod		Ц	ļ.		ļ		\prod	_	\prod	1		_	\prod	4	_	\prod	,	\coprod	4		_		+	1	IR-9a-d
6. Perform Basic Home and Vehicle Repairs	(\prod	4			1		\prod		\coprod	1	Ц	1		1	4		\downarrow		1	H	_	1		4	H	+	$\downarrow \downarrow$, 	+	4		+	,	
a. Able to read and follow instructions	4	Ц	ı	1 3	4			1 -	\prod	_	\prod	1	Ц	_			4	\prod	1		1		4	1	<u> </u>	\downarrow	\coprod	<u> </u>		_	<u> </u>	+	\prod	\downarrow	4	0 8P- 10
· -understand car manual :	2		4	2	1				<u> </u>	1	\coprod	1	\prod	_			4		\downarrow	\prod	1		4	1		4	\prod	ļ	\prod	\downarrow	\coprod	\downarrow	<u> </u>	<u>.</u>	4	067-14
-know basic math	1		\prod	1	,	\prod	Ц	\perp		\downarrow	Ц	1	\coprod	\downarrow			1	$\perp \mid$	4	\sqcup	╽	,	-	1		-	\prod	1	\coprod	\downarrow	$\frac{1}{1}$	\downarrow	\prod	<u>-</u>	4	Ro-1f
b. Able to use and do basic maintenance of	•				1	H	\downarrow				\prod	1	\coprod	_		ļ	4	\sqcup	1		+		-	$\downarrow \downarrow$	\perp	+		_	\coprod	_	++	+	-	1	4	Ca-3a
-plumbing repairs (faucets, shutoff	13	1	1	11	1	1	Ц		\prod	1	1	1			1		1	\sqcup	1		<u>i</u> 1	\coprod	1		$\downarrow \downarrow$	1	1	· - -	H	+	Įļ,	4	\parallel		1	
valves, switches)			\prod	·	1	$\downarrow\downarrow$	Ц	_	\coprod	1		٠,	\prod	1	\parallel	\perp	4		1		1	H	-		\coprod	1		+	H	1	\coprod	_	\prod	+		1
-electrical repairs (CB panel, switches,	13	1	12	10	1	1 1	1	1	\prod	<u> </u>	1	<u> </u>		1		1	1	\prod	\downarrow		1		1		\coprod	1	1	+	\coprod	\downarrow	\coprod	4		+	1	OEP-8,9
fuses, appliances)			\coprod	_	\downarrow		Ц	_		-	\coprod	\downarrow	\coprod	1		_	\perp		1	\parallel	\downarrow	\prod		\prod	\prod	<u> </u>	\prod	+	\coprod	<u> </u>	\coprod	+		+	igert	
-special equipment (remodeling, carpentry	4	1	\coprod	3	\perp		\coprod			1	\prod	1				1	1	\prod	1	\prod	1	\prod	+		\coprod	+	\parallel	+	\coprod	1	$\downarrow \downarrow$	\downarrow		ļ	+	08P-9,14
-sll basic tools, hammer, screwdriver	5		1	1 3			ı	1	IJ		1						Ļ						1		\prod		1	·	\prod	1	\prod	Ŀ				

CROSS REPERENCE

CZ Citizenship
Ec. Econonics
EM Enotional Health
EE Energy &
Environments
Exy Examination of Values FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Proparation
Con Communications
LT Leigner Time
CP Career Planning

NA Mathematics
SAT Science & Tuchnology
Soc Pass, Present & Future
Society
PEM Physical Education
& Health
Uol Une of Information
UID Unidentified

Skills Augument

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Fremont Unified School District	, 4		3.50	***	7 87 849		Se. P	ligh		Jı	. Ni	þ	\mathbb{I}	•	em (4	der	1		,				_				,					1		-		A0001.00] ,
A PERSON LEAVING HIGH SCHOOL SHOULD SE ABLE TO	•	tration			Ned	£ .		ton	Habrier.								911.0						,			Sen Jone	Valley							120	Bounde	Sec abbrevia belov	Lions	,
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Toecher		- Carrena	Kermedy	Western	***	Home	Roberte	Thornto	~	Assessed	Brier	Catorino		Freemont	O. C.	E C	Granama	1	4	Mershall	Methos		50	2	2	Ofverie	Official	Patherno	Riv	Value		' ;		
PAMILY LIVING (continued)																															,							1
-use common sense	ì																																			**************************************		
-ask if you don't know (where?)	4		1														1					·									I		,				<u>.</u>	1
/ -painting	2	1		∐,							ļ																											
-insulation	1	1														\prod										,							1			1	•	
-fire extinguisher	1 ,			J																		1									1		T					K
-preventive maintenance (equipment,	7		1	1			1		1						l					1	1				1	· [1	\prod						1
purchase)								$\left[\cdot \right]$												ľ					T		T		-		1							
-car and bicycle tire repair and pressure	r .2														ı						1												1					1
-change tires, chains	5		1	1 3	\prod				ı							\prod		•		ì	1				T						1				\prod		,	,
fill gas tank (proper type)	2		1						ï		1										1					\prod	1		·				T		$\dagger \dagger$			1
-change wiper blades, fuses	1		\prod	l																	1		Ī		1				T		T				Ţ	, ,		
-use jumper cables	1		\prod																П	T	1															·		
-change radiators	i		\prod	1															П		1								1		Ī		T			ļ		: .
-check points - tune up	3			2		\prod														l	1			\prod			1							1		,	7	
oil change (proper type)	1			1		\prod								1,	1					1		Ħ		П	1	\prod		\prod			1			1	\prod	-	′.	
where to take car	2		1	1					1		\prod				·			•			1		1				1		T					+	\parallel	UID-40-j		
-ebergency procedures (sefety)	4.	1		1 2			,				1							Ī			1	\prod	1	П	1		1.	1	1				9	T	$\dagger \dagger$			ب
-fundamentals of driving	.2			2		ĥ	T											T				Ħ	1	\prod	T	Ħ	Ļ			,				†	H			
7. Mutrition and Hesith		Ť			1	丌	T		\prod				1		1			1			1		1		T	T	+	ļ		+		+		+	1			
s. Right kind of food for a family	11	1	3				†	$ \uparrow $	\prod	1		\parallel	1	1,	+		,	\dagger		H	†		١,		†	H,	†	\parallel	Ħ	,	+	+	H	+	Η,	PRH-13s-1		

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CZ Citizerahip
Ec Econonics
EM Emerican Health
EE Energy &
Environment
Eav Examination of
Values
PL Family Living

FA Fine Arts
IR Human Relations
OSP Occupational Selection ,
2 Preparation
Communications
LT Leisure Time
CP Casser Planning

CROSS REFERENCE

MA Mathemetics
SRT Science & Technology
Soc Past, Present & Future
Society
PEM Physical Education
A Neath
Uol Use of Information
UID Unidentified

PREQUENCY BY ATTENDANCE AREA Fremont Unified School District "Jr. High --Sr. Nigh A PERSON LEAVING HIGH SCHOOL abbreviation SHOULD BE ABLE TO ... below. SELF AND INTERPERSONAL COMPETENCIES PANILY LIVING (continued) -how to plan and purchase groceries 1 -how to figure variety, portions naeded -how to cook (use cookbook) -able to read (labels, follow directions) 1 -crestive Vol-liq ١ -tell time 🖟 M-Jh -how to preserve foods (food polsoning, 4 how it apoils) 3 -how to diet (proper) PRE-10s b. Abla to operate appliances 3 c. Proper senitation habits -dish and utenail yashing PEN-5 2 d. Physical fitness (good health) 2 e. Proper table setting ì f. Good alees habits CP-40.c (#) Proper Swiretton and Maintenance of Clothes s. Now to dress - coordinate clothing 2 -coordinate colors 2

202

-understand body structure

-how to care and clean clothes .

CZ Citizenship Ec Economics EH Emotional Health II Lungy &

Ervironne se Es V. Exemination

CROSS REFERENCE

- FA Fine Arte HR. Homes Relations
 OSP Occupational Selection
 R Proparation

- LT Lelowe Time CP Career Planning
- MA Mothematics S&T Science & Technology Soc Past, Present & Fatme
- Society
 PBM Physical Education a Heeld
- Uni Une of Information



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Fremont Unified School District			/80°04 7776 8	INCT (F	;	Sr.	. Hig	jh	1	Jr. H	igh		Ĺ	lom	ente	y	,					_	•				•		s,		(STORY CHARACTER	a
A PERSON LEAVING HIGH SCHOOL SHOULD BE ARLE TO	2	Administration	9	,	iffed	C 2	San Jose	gton on Hillview	Alle Alle		N K		6		ele.	Aurne	ı	r .		ж.	da	٠	, , , , , , , , , , , , , , , , , , ,		San Jose	Valley				ont	OD S		Milks Springs ,	, ×	See abbreviation below.	ne
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Residen	Unident	Irvingto	Mission	Washin	- Centery Hookin	Horner	Thornto	DATE/X	Azevad	Brier	Brookv	Charle	Fremon	Glankle	Gornes	Grimme	Hacien	Leitch	Marsha	Mattos	Mission	Mission	Niles	202 202 202	Oliveria	Parkmo	Patters	Rix	Vallejo	Warwig		, ,
PANTLY LIVING (continued)																									,						Ц					,
to wear at special occasions	^1.*·			1].	1						,			\prod				Ţ	Ц			Ц	1								ŀ	\coprod	PEH-14a-d	_
-how to press	3.			3	╽		٥				\prod	2	.3						.		Ц		1	1	1	1				1	\coprod		\downarrow	\coprod		_
-bow to launder (detergents, temperature					1						-			1						\prod		<u> </u>				Ц		ļ.		_			2	\coprod		<u>:</u>
setting, capactities)	3			3,	┸			Ш					6-7		<u>.</u>				1	1	\bot			1	1		\coprod	+	\prod		\prod		1	\coprod	<u> </u>	_
-how to purchase	, 1		\coprod	1	╧		\coprod	4	Ļ	\coprod	Ц	1	Ц		2		11	<u>.</u>	Ц	Ц	\perp	Ŀ			1				\prod		\coprod	Ц	1	\coprod	,	
9. Know Basics of Sex Education	7			1 6	1		1		Ц	\prod	\prod	1		1.	1	\prod		1			ŀ		1			Ц		1	1	1	\coprod	\prod	Ļ		CZ-2a PKN-2a-g	
a. Understand reproduction cycle	7	1		1 5	1			1	Ц	\coprod	\perp	4	\coprod		,	\prod		1 4		Щ	• 7		4	Ц	1	1		1	\coprod	1		\prod	1		<u> </u>	
-reproduction system (organs)	5];	í 3	1	\prod			Ц	Ц		1	1					1	Ц	1	<u> </u>	L	1				1	6		-		Ц	1	\coprod	. •	_
b. Aware of birth control methods	10	1	2	2 5	1	ı	\prod	2	1	\coprod	ŀ	\downarrow		<u> </u>	Į.	\prod		_		ı	\perp	\perp	1			1	Ц	ļ.		1	\coprod	\coprod	1			
-body functions (male-female)	6	1		2 3	1		\prod	1	Ц	\prod	Ц	-	Ц	1				<u>1</u>	Ц				1 1			,		'	\coprod	ŀ	\coprod	H	\downarrow	\coprod		
-different contraceptives	3	\coprod		2 1	1			1	L	\coprod	\coprod	4	\coprod					ŀ		\prod	\downarrow	\coprod	1	\coprod	\perp			<u> </u>		_	\coprod		╀	\coprod	<i>a</i>	
c. Aware of venereal diseases	6			6	<u> </u>			Щ			$\perp \mid$	Ц			<u> </u>	\coprod		1		ı	,	\sqcup	1		1	1	\coprod	\downarrow	\prod	1	\coprod	Н	_			
-hazards and symptoms	1	\prod	\coprod	1	\downarrow	Ц		Ц	ļ ,	\coprod	\coprod	\downarrow		1		\coprod	\coprod	_		\parallel			1					<u>. </u>	\prod	_	\coprod		\perp	\coprod		_
d. Aware of abortions (consequences)	4.			1 3	1	\coprod	Ц	1	1		\parallel			ļ,		\coprod		_			4		_	1	\perp		$\frac{1}{1}$	1	Н	1_	\perp		<u> </u>		*. _* .	
e. Responsibilities of child rearing.	13		2	3 8	2	1 🎔	1	1	1	Ц		4	Ц	\perp	1	1		1	Ц	\prod	\perp	Ц	_		1		\coprod	1	\prod	1	•		-	\coprod	• •	_
-how a baby develop	9	\coprod	1	1 7	1		\prod	I	1		$\downarrow \downarrow$	1		\perp			\prod	_			1		1 1	1	\prod	1	\prod	_		\coprod			;	\coprod		
-adoption procedures	3 .			2	_			1	ì		\prod	1			1 2		\coprod	\downarrow		\prod			_		\coprod	\parallel	\coprod	1	\prod	\coprod			<u> </u>	\coprod		_
-hereditary diseases (genetics)	1		1	\prod	1	Ц		\coprod		\prod	\prod			\prod			\coprod			\prod	_	Ц		\prod		$\downarrow \downarrow$	\coprod	1	\coprod	Ц			1			
f. Understand reproductive organs	1		\prod	1				╽		\prod	\prod		<u>'</u>	$\perp \mid$	<u> </u>		\prod				\perp			\coprod	Щ	1		1		\coprod	Ц.		1.	\prod		_
g. Genetics	2			2				\prod	,		э															1				Ì	Ц					

CROSS REFERENCE

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CZ Citizenship
EC Economics
EH Emotional Health
EE Energy &
Environment
ExV Examination of
Values
FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
A Preparation
Con Communications
LT Leisure Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Soc Past, Present & Future
Society
PEH Physical Education
& Health
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Fremont Unified School District	,	-7	7774	MICT IT V BROUP		Sr. H	igh		Jr. Hi	ph	\ 	Elon	ènte	ן' זי						٠,			.5				j	<u>,</u>			CHOOSTRON	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO SELF AND INTERPERSONAL COMPETENCIES	total	Administration	Student	Teacher Resident	American	Kennedy Mission San Jose	Washington	Centerville	Homer Robertson	Thornton Walters	Armyse	Blacow	Brookvale	Chadbourne	Fremont	Glenmoor	Gomes	Grimmer	Hirsch-	Maloney	Marshall	Millarior San Jose	Wie Born Valley	Niles	Norte	Oliveria	Parkmont	Patterson Reynolds	Rix Valleto Mills	Warm Springs	See abbrevia belov	tions
		╂			╫		+		+	H-	H	+		+	+	+		++	Ħ	Ħ	\dagger	7	Ħ	Ħ	+		Ħ	\dagger	Ť	**	,	
AMILY LIVING (continued)	5		ī		H	+		1	$\dagger \dagger$		H	\parallel	\dagger	+ /	$\dagger \dagger$			1	 	1	+	T	 		\dagger				+	\prod		
h. Emotions (responses - control)	1. 2		+		\parallel	\parallel	Ħ				\dag	$\dagger \dagger$	\parallel		+		\dagger	T	П				1	+	ή-				1	\dagger		
j. Human relations (communications,	9	 	++	2 6	-		 	$\dagger \dagger$	++			 	H	+	1	1	1	+	++	$\dagger \dagger$	+	۲	1	$\dagger \dagger$	1	1		$\dagger \dagger$	\top	\prod		
j. numen rejections (communications,	1 , ,				H	\dagger	f	$\dagger \dagger$	\dag	١,	H	\dagger	+	+			+		H	\dagger	1	†	1	,	+			\dagger	+			
, k. Health factors	5	H	+	1 4	╁┼	╫	++		 		${\parallel}$	\parallel	1	+	\prod	1	+	,	H	$\dagger \dagger$	+	1	۲	+	+	1	Ħ.	+	+	††	_	
1. Planned parenthood	ور ا	 	1	16	f,		#	1			\prod_{1}	1	1		$\dagger \dagger$	\parallel	•	1		1	,	1		1	1	,	\parallel	#		\prod	EE-4	,
m. Agency for information (help)		1	1	1 5				1	$\dagger \dagger$		$\dag \uparrow$		H	$\dagger \dagger$	\dagger	1	1	1		$\dagger \dagger$	\parallel	1	1	$\dagger \dagger$	T		1	\parallel				,
n. Rights as a handicapped person	1 .			i		#	††	#	\parallel				\parallel	\parallel	+	1	1.			11	11						П				CZ-1c,3h	
o. Single-family parenthood	1,	Ħ	+	1		H		† †	\prod				Ħ	\dagger			T				,			П	•		ľ				CZ-3d	
p. Pick suitable mate	1 1	$\dagger \dagger$		1		+	1	$\dagger \dagger$			T	\prod	\dagger	11		1,	T	ŀ		,			\prod		T],			
q. Sibling relationships	1	Ħ		1				1	П		Ņ		Ħ				T		•				ı							ľ	'	
r. How to prepare/cope with death/	3			2				\prod		1								•									1				UoI-14a-	1
will (alternatives)	ų.			,	•	2	·												1						,		Ц	\coprod				٠.
10. Basic Child Care (Responsibilities, How to	13	1	2	1 9		2	1	0 1	1			l				1		**		1			1				<u> </u>	Ш	\perp		UoI-5e	
Raise)		\prod						\prod													\coprod				1			\coprod				
a. Meeds of developing child	13		l	111	ļ	2		, 1	i		1	1					1		1	1 1		ŀ					1	Щ				
-emotional	. 9	1		2 6	ŀ		1		1								1			1			1		1		Щ	$\perp \mid$	1	\coprod	ļ,	
, -physical	; ⁵ 7	1		6					1							ŀ	1			1			1	\prod	1	<u> </u> .		Щ	1			
-pre-natal care	2			1 1	1			10°					ŀ				1				Ц	\perp			1					\prod	, 1 · · · · · ·	,
b, Recognize individual differences (psychological	,10	$\left 1 \right $		2 7	1 1	1				. 7	4	1				1		ь	1	1				\prod	,		1		ì			.5

- CZ Citizenship
 EE Economics
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 Environment
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- NA Mathematics
 SAT Science A Technology
 Soc Past, Present & Future
 Society
 PEH Physical Education
 & Health
 Uol Use of Information
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Fremont Unified School District	.			uncy s Fondu		. \$	ir. H	ligh		J	ı, Hi	gh		E	lone	mtar	y									- 1) - -	Ç.	; i	,						CHOO	******	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	.,	stration		it	litied	·	٠.	gton	on Hillwiew		22	40		•		ake	virne	ינ		Į.		10	•	, , , , , , , , , , , , , , , , , , ,	=		Valley	a	17.			ant.	ds.	Mills	Springs	×	abbe	See viation clow.	8
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Resider	Uniden	Irvingto	Kenned	Washin	Williams	Hopkin	Homer	Thornto	X	Azevad	Brier	Cabrillo	Chadbo	Fremon	Glankle	Gomes	Green	Hacience	Hirsch	Malone	Marsha	Millard	Mission	Mowry	No.	Nortis	Olivena	Parkmo	Reynok	Rix	Warm	Warwic			
PAMILY LIVING (continued)								į			•						-						,						•					Ī					
c. Know existing information resources	3	1		2			١		l				Ĺ	1	1					_		·					Ŀ												
d. Growth nutrition	7		1	2 4		2 1		\coprod			<u> </u>							<u>'</u>	1	\downarrow	1.1	ŀ			1				Ц	1		\perp	Ц		Ц	1	:	7.	•
e. Medical needs (insurance, first aid)	5 1	\coprod	1	4			<u> </u>	,	1					Ц	\prod					1	1		\downarrow			\coprod	1		\coprod										١
f. Be involved with child (communications,	11(-		1 3	7		1	2		1 1	ľ					i	1		ŀ		1	1		1				1										/	1	
whereabouts)							ľ					Ц	\perp								1					ŀ						1	Ŀ						
g. Expenses of child rearing	3	Ц	1 1	1	ŀ	Ц		1	1		_								<u>'</u>								1	<u>, </u>		1							,	١ .	
h. How to discipline and love	7	Ц	1	5	þ		-	Ц	1			Ц			\prod	_				<u> </u>			1	1	1		1				1							, \	
i. Babysitting (training)	3	,		2	1	1			1		\downarrow			1	1		<u> </u>		1				,			L			\coprod						\prod		'	. .	
j. Read	2	\coprod	1	1		1					1											\coprod							\coprod				Ц	, X			٠		
k. Recognized childhood diseases	4			3		1			1				$oxed{igg }$		1									\prod	1	A			\coprod										
1. Emergency measures	2			1		1														1	1					Ц	Ш	1											•
m. How to care for and hold a baby	4		1	3	Į,				\downarrow	\prod	1										1		1				1							,					A
n. When and how to feed child	. 3		1	2	1						1										1																.,		,-
o. Establish good study habits (homework)	. 2			2			ŀ		1		- -								,				i							y.									
p. Educational process	5		2	3,			1																1	1			ı	,							,				
q. Value of various environments	1			1	1															•					l		,			. [· K						
r. Childhood hazards (safety)	2			2										,					l	1	1											Į					• `		
11: What to do in an Emergency																							A						\prod_{i}								H-21 -11	,23;	
a Matural disaster	. 1			l					I			,		[\int						N		1									PI	H-23	, 25	٦
-flood	1		•	1															T]					Ţ.	۰	1		Ī	1		1					,	,	٦

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stamout munica ecucon partier				(1) (1)			High			His		L	_	ment		,				_		•,		_	•	•		, ,		_	·	` `		Cýrio 1	-
A PERSON LEAVING HIGH SCHÖOL SHOULD BE ABLE TO	, ,	stration		Teacher .			San Jose	on Hillyiew	2.6	DON	50				ourne	F	T	- OOL		3		A			n San Jose	, variable		,,	-	ED.	Ģ.	Wills	Warwick	I ' .	ice viations low.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Resider	Xmore	Kennek	Wission	Willen	Hopkin	Robert	Thornt	AWSO	Blecon	Brook	Check	Durha	Glenk	Glean	C O	Control	Hirech	Verify Verify	Merety	N HE	N.	Mont	S Z	Non		Parka	Heymo	Veller	Werm		
PARTLY LIVING (continued)		1		X	T			$\left[\cdot \right]$							-									1							Ц		1		
-earthquake,	1 4	\mathbb{N}	И	1						•														╽		ı		Ц	Ш	1		1		<u> </u>	.,
-tornado	1	Ψ		1															\coprod				Ц			1		Ц			\prod	$oxed{ig }$			
-hurriced	# 1			ı															\coprod							1					\prod	\coprod			
-lightning	1			1	L																		ľ			ı			Ш		Ц				
-fire	2"			2								ŀ										1		Ŀ		Щ	,	Ц		\perp	<u> </u>				
b. First sid (emergency)	3			3											1		1			1	Ш	1					1	Ц		\perp	\coprod	Ц	Ц	PRB-4 0-	·k
c. Where to find help (medical, dental,	4			4													1		Ц	1	1	1			Ц	Ц	1			\perp	\prod	\coprod		PRE-130	<u> </u>
fire, etc.)										\perp						Ц	Ц		Ц	1	Ц		\coprod	\downarrow	Ц			H	Щ	\bot	<u> </u>	Ц	Ш		,
d. Emotional stress - child abuse	1			1									ľ								Ц	1		_			1	\coprod	\perp				Щ	<u> </u>	
e. Health agencies	3	\coprod		3	ŀ		Ц						\coprod			Ц	1	<u> </u>	1		1	1		1				$\downarrow \downarrow$	Щ	\perp	\coprod	$\downarrow \downarrow$	Щ	<u> </u>	٠ ،
f. Personal crisis	1		ľ	1	<u>.</u>		<u> </u>										Ц	,	Ц		Ц	1	Ц	1	\prod	$\downarrow \downarrow$	1		Ц	4	4	ė	 	<u> </u>	
-unwanted pregnancy	1	Ц		1	l		Ц	\coprod				\prod		<u>. </u>		Ц		•				1	\coprod	ŀ		\coprod		1	\bot	\downarrow	\coprod	\coprod	<u> </u>	٠'n,	4
-lose of parent, relative, friend, etc.	1	\coprod	\prod	1		Ŀ		\prod	Ц						_		Ц	1		4	\prod	1	\coprod	_	Ц	\coprod		Ì	$\perp \downarrow$	\downarrow	\coprod	\prod		<u> </u>	
g. Poison control	1,	Ц		ı	\downarrow					\perp		\parallel	\coprod			\coprod	Ц				Ц	1.	\coprod	1			1	Ц	Щ	\downarrow	\prod	\coprod	4		
h. Information agencies (BBB)	3	Ц		3			Ц				Ц	Ц	ŀ		1	Ц	1	Ц		1	1	1		<u>'</u>		\downarrow	_	Ц	\coprod	\downarrow	\coprod	$\downarrow \downarrow$	1	CZ-1c	
i. Child care centers	1			1	1	\coprod		║			\parallel		\coprod	<u> </u>		\prod				1	1	\downarrow	\prod	1	\coprod	\coprod	\downarrow		$\downarrow \downarrow$	\perp	\parallel	$\downarrow \downarrow$	-	:	
j. Drown-prodfing	1		\coprod	1	_	Ц	\prod	\coprod	Ц		\coprod	Ц	\coprod		Ц	.		\downarrow	\coprod	1		\perp	\prod		\prod	\prod	4		$\downarrow \downarrow$	\downarrow	\coprod	$\downarrow \downarrow$	-	PRH-5a	
k. Survival techniques	71		,	1	╧			Ц			·		\prod							1	Ц		\prod	Ļ		\prod	,	Ц	\coprod	\downarrow	$\downarrow \downarrow$	4	<u>ן</u>	UoI-124	1-h
		Ц		\prod			\coprod	\prod	\coprod			'			<u> </u>		\prod			1				-	Ц	\prod	1	\coprod	$\downarrow \downarrow$	\downarrow	\prod	\coprod	_	_	
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Fremont Unified School District				(M)(√) (* 000)		Şr	. Hig	jh		Jr. H	igh	Ŀ	, ,	lome	et Ory	•			١	41	. •1		,	,		,					J	,		CHOCK A WALL	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		gtrâtion	1 T	,	Design		San Jose	gton on Hillyigw	10		, c		6		9 le	ourne . '	2	XOL .		100			\$.	1.4	Velley -	1 1				CO	2	Mills	*	See abbreviate below	tions
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Ē	Studen	Teacher	Uniden	Irvingto	Mission	Washin	Centerville Hookins	Horner	Libertion	Aviso Aviso	Azeved	Brier	Cabrillo	Chadba	Glankla	Glenmo	Green	Chimm	Hirach	Malone	Marsha	Millard	Mission	Mowry		Norte	Olivos	Patters	Heynok Rix	Vallejo	Werwic		
FINE ARTS	4			,								7			8						1	•		·				T		1					,
1. Express Himself Creatively (Artistically)	3			3								Ţ			1	,	,	1						1				1		ľ	•		\prod		4.7
2. Have an Imagination	1		1	1		, [1			Ī	\prod						│.	,			,				Ī						1	
a. Be able to create	1			1						1					\prod	,							,	ľ			\prod	T		\prod			\prod	,	
b. Have the shility to dream	1,		\prod	1	T					1					\prod				,	,	,					1	-		1						
c. Be inventive	4 1 6	1		1				?		1							•	Ī,								1	П	T					\prod	,	•
3. Appreciate and Participates is a Fine Arts	22	1 1	1	2 18	1	•		3		ı	1							1	1	1	ı	1	.1	ì	1	-	Ħ							LT-78-e; LT-10	,
Program	1	П			1		Π	-7	*		1			П				П			1	Â					1	T			•	1	\prod		
a. Has basic knowledge of art and music,	. 3 >	·		3	ı												Т					T							1					,	
b. Has a general art education including	$\int_{I}^{\delta} \mathbf{n}^{m}$.	ı		1 9	T	1		•		ı	ı				П			1	1		ı	1						T	1		1				
art, history, sculpture, painting, music))				,	1						Ħ	. ,				T		•			\prod	1	Ħ					1		٧,	
dance and drama		,			,		1	,	•		ŀ	П								:			,							ŀ				. ,	,
c. Has knowledge of munical instruments,	63			1 5		/	ı,	,ì		ŀ	\prod					1],						[.]		1		l	Π.	Ħ					
paintings, choral, singing, drams,																, ,								П											
theater, dance and literature		I					,								П			П	П							T		T				1.	·	1	<u></u>
d. Has listened to local artists	$\tilde{1}$	I		4			1	1			I				1		•	,				1			\prod			П							
e. Received recognition awards for talent	1			1					•	·	1].	1	,		1		9			7		\uparrow		\parallel	1						, .		1	
f. Understands reasons behind great works	1	1	٦	1									1	•					[.		1		1	1	\parallel				1			1			· · · · · · · · · · · · · · · · · · ·
g. Appreciates human expression	1',			J							7	Ħ	1	T,									T	1		1		1				T			
h. Has some practical experience in the arts	. 2			1			1		,		1.	T	1			1	\prod			Τ,				1		†	<u>,</u>	1	1			+	 	.T-7a-e	
	5	o	\prod	"	Ţ,					1		1	,			1	`	7		. ,	+	$\dagger \dagger$	1			Ť	-	\parallel				+			

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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO SELF AND INTERPERSONAL COMPETENCES	total	Administration	Student Teacher	Resident	American	Kennedy	Weshington	Centerville	Horner	Thornton	Aviso	Azevade Blecow *	Brier	Cabrillo Chadbourne	Durham	Glenkler	Gemee	Green	Hacienda	Leftch	Marshall	Mettoe .	Mission San Jose	Mount	Now	North	Olivor	Patterson		Vellejo Wills Werm Springs	wick	See abbreviations below.
FIRE ARTS (continued)		\prod			Ħ																											
i. Learns value of fine arts as a leisure	2		l	1			1						*,	Ī				1												Ц	\prod	
time activity								\prod													_	4		Į,	\coprod		\prod		\coprod	\parallel	\coprod	·
j. Has knowledge of well known artists,	4],]1	3		i 1	1				ŀ	.													ľ			Ц		Ц	\coprod	
major art works, music works								\prod					*															\prod	Ì	Ц	\coprod	
k. Aware of dance types and music types	3	1	l	1				\coprod	Ц			$\overline{}$					L					ŀ	\coprod			4		\coprod	\downarrow		╙	T-7d
(modern, folk, ballet, classical) art	r	\prod	\coprod			\coprod		Ц	\coprod	\prod	\coprod				Ц	Ц			Ц	\prod			\coprod	Ц	l'			Ц	$oxed{ig }$		\parallel	
types . ,			\coprod				\coprod	\coprod			\coprod		_			\coprod			Ц				\coprod					\coprod	$oxed{ig }$		\coprod	
1. Is aware of the fine arts area (art,	6		\coprod	6	\coprod	\coprod	\coprod	<u> </u>	\coprod	\coprod	\coprod		1	1		Ц	1		Ц		<u>\</u>		\coprod		$\downarrow \downarrow$	1			$\perp \mid$	 	\coprod	
music, literature)		Ц	\coprod		Ц	\coprod	\prod			\prod	\coprod		1			\coprod	1		Ц		\perp		-		\prod	\downarrow		\prod]	H	\coprod	
m. Can locate city cultural centers	8	1	∐ı	6	\coprod	1	2	\coprod	\prod	\sqcup	\prod		1	\parallel	1	11	1		Ц		1	Ц,	1	\prod	$\downarrow \downarrow$	1	\coprod	\prod	\coprod	+	\coprod	7-12
(library, museums, art galleries, nature		Ц	\coprod		\coprod			\prod	\coprod		$\downarrow \downarrow$	Ц		Ц	Ц	Ц	_			$\downarrow \downarrow$	_	1	\coprod	\prod	1	4	\prod	\prod	$\downarrow \downarrow$	$oxed{\perp}$	u	01-5
expense, exhibits, etc.)	ļ	\coprod	\coprod		Ц		1				-		_	\coprod		1	ŀ		\prod	\prod	\downarrow	\downarrow		\coprod	1	_		\parallel	$\downarrow \downarrow$		$\!$	
w. Has attended or visited concerts, plays,		\coprod	1	9		ļ	2	\prod	H	$\downarrow \downarrow$	$\downarrow \downarrow$	\perp	1	1 1	\prod	11	+			1 1	4	4	ļ	\coprod		1		-	$\perp \mid$	4	ļ.	oI-6#-d
art shows, nature programs, museums,	1	\coprod	#		Ц	 	H	$\ \cdot\ $	\coprod	\coprod	$\downarrow \downarrow$		1		Ц	\perp	-	•	\prod	1		4	\coprod	\coprod	\coprod	+		\prod	$ \downarrow $	 	$\!$	_
library		\prod	<u> </u>		\coprod	\prod	.	\prod	\prod	\prod	$\downarrow \downarrow$	$\downarrow \downarrow$	\downarrow		\coprod	\coprod	\downarrow		\prod				\prod	\prod	\prod	-		\prod	\coprod	4	\coprod	
o. Exhibits acceptable social behavior at	1	\prod	<u> </u>	1		\prod	<u> </u>	\coprod		\prod	\prod	\coprod	1		\prod	\prod	\downarrow			1	_	\coprod	\coprod	\prod	\parallel	+		\prod	\perp	igert	H#	R-78-r
the shove functions	<u> </u>	\coprod	<u> </u>	\coprod	\coprod	\parallel		\coprod		\prod	\coprod	\parallel	1		\coprod	\coprod	_			\prod	_	4	\parallel	\coprod	\prod	_		\prod	$\downarrow \downarrow$	4	$\!$	
p. Enjoys works of art	1	\coprod	l			\prod	1	\prod	\prod	$\frac{1}{1}$	\prod	\coprod	\downarrow	<u> </u>	-	\prod	_	<u> </u>	\prod	\parallel	+	H		\prod	\coprod	\downarrow	\prod	\prod	\coprod	igert	$\!$	
q. Practice a fine arts hobby or perform in	2	\parallel	1	1		\prod	2	\prod	 	\coprod	 -	\coprod	\downarrow	\coprod	\coprod	$\downarrow \downarrow$	_	<u> </u>	\prod	\prod	\downarrow		\prod	\prod	\coprod	+	\prod	\prod	$\downarrow \downarrow$	igert	1	T-3a-b
one of the fine arts areas						\coprod										Ц						L.	\prod						$oxed{igg }$	Ц	\coprod	

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A PERSON LEAVING HIGH SCHOOL SHOULD SE ABLE TO	•	tration			fied	ncen		ton	on History) us				9				X					,		Velley							Mills		Soe abbrevia belov	tion
SELF AND INTERPERSONAL COMPETENCIES	total frequence	Adminis	Student	Teacher	Unidenti	Introduction	Kennedy	Weshing	Centery	Hopkins	Robertso	Walters	Alviso	Blacow	Brookva	2	Durham	Glendor	Glenmoor	Central	Hecterid	Hirsch	Meloney	Mettos	Millard	Medion	Trans.	702	NOTICE OF VEIN	Office	Pattersor	Rix	V OFFICE	Warnick		:
FIME ARTS (continued)																																		Ħ		,
r. Know something about styles that charact-	3		·	1 2		2		1												П	,	Ħ							1				1	\parallel	CZ-3o	
erise various time periods and cultural	<u></u>																												Ť			4		1		
groups and appreciates their differences.						·			\prod		\prod																						1			
s. Is willing to watch cultural T.V.	1			ı					П			П				1			1	\prod				1							i,		1			
t. Hes seen exhibits at schools and heard	1 '			ı		١										1			1		T			,			Τ.		1	1	\prod					`
resource people in classroom			-			•												,	1			1				7				,		H	1			
4. Express Oneself Through An Art Form	1	\prod		1															1				ŀ				Ţ.	T		1		Ħ			LT-3d	
a. Select an art form	1	Ц		i			,					1							1			,					T	1					1		 IR-Ja	
b. Develop appreciation	, 1			ı			Ì			Ī									ı									•					1			
c. Develop skill	1			ı												1			1			1		П					1				†	1		
d. Reslize value	1	Ц		1		•																								1				1		
5. Have Endeledge of Arts and Crafts (Handcraft) 1	\coprod		i															1					\prod		,								T		
s. Have classes available in flower	1		\coprod	l															'n					\prod	1	1		T						1		
erranging, needlecraft	۲.		ľ																						T		\prod	T		\top		\prod		+	•	
b. Have symilable hendersft work of all	1			1	\int																\prod					1		1					Ħ	1	T-8d	٠,
types					1					\int			,	Ì														1		+-	*		\parallel	1	<u> </u>	-
6. Know At Least One Foreign Language	3		ı	1 1				1					•			i					\prod			\prod	1								$ \cdot $	†	om 70-q	
a. Knows what he/she is saying (meaning)	1		l			\prod]									П			1			1		1			1		\parallel	1	\prod	\parallel	Т	R-13s, b	_
b. Knows how to carry on a conversation in	1		1		Ī			1				П		1						1			+			1		\dagger			+			†	· Add IV	
a second language			\prod	\prod	T				П	П		1	T	Ť					П	1	F				\dagger			+	$\dagger \dagger$	$\dagger \dagger$	\dagger	$\parallel \parallel$	$ \cdot $	1		

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Fremont Unified School District		[Planting Partie	# 100 PM	"	, Sr	. Hig	h		Jr. H	gh		E	98.01	HOTY														,					CHOOL	Tiorphonesi
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration	4	T.	ndfled		San Jose	gton on Hillyiew	200							Surve F		Doc			3				Sen Jone	NOTY VENEZ				ont	S)	Mille	Springs	abbr	See eviations elow.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Studen	Teacher Resider	CORPOR	Ininge	Mission	William	Come	Homer	Thornt	X	Azeved	Brier			Fremo	Glenn	Green	Grimm	Hirach	Metoriey	Meret	Millerd	Mission	Moven	Ž Z	Norrie	0	Patten	Reymo	Valleyo	Werns S		
FIRE ARTS (continued)														Ц	Ц				\perp		Ц	ì			1	Ц	1	\coprod	\coprod	\perp		\prod	1		
c. Speaks, reads and writes a second	, s	Ц		1 1				1			Ц			\prod	\prod	1	<u>.</u>				Ц	_	Ц				_	Ц	\coprod	$oxed{ig }$	\coprod	\coprod	_		
language							Ŀ			Ц											Ц	1			Ŀ	\coprod		Ц	\coprod	$\perp \!\!\! \perp$	\coprod	\coprod	_		
7. Appreciate Literature	. 4			4				1			١٩	L			\prod					ļ	Ц	1	\coprod		ı	Ц	\downarrow	\prod	1	╝	\coprod	\coprod		LT-3e	. •
a. Exposed to different literatures	1'			ı		١	·							<u> </u>					Ŀ].	Ц	٠,	Ц		1			П			\coprod	Щ	1	LT-3e	١
b. Creste an interest in literature	1			1				1										ŀ,		1	1	ŀ				ľ		Į.	1			Ц	1	LT-3e	
c. Read plays, novels, short stories and	1		П	1	brack			1				ŀ	<u> </u>															<u>H</u>	\coprod			Ц	1		
poetry	1.															ŀ										1			Ц	\perp		\coprod		<u>b/</u>	· · ·
d, Have an understanding of what kinds of	1		,.	1	,			1													Ц			Ц				Ц		Щ	\perp	Ц	1		
works characterize different authors of																					Ŀ			$oxed{oxed}$	1					Ш		\coprod		<u> </u>	
different times and places																<u> </u>					Ц			Ц				\coprod				\coprod	\downarrow		· ·
e. Recognize styles of major authors	11	ŀ		1				1													Ц									Ш		\coprod	_		
f. Enjoy reading for pleasure	1			1								ı [Į,			∐		ŀ	Ц	1				\coprod	Ŀ	\perp	\coprod			i
8. Discuss Great Literature	/1],	1													\			<u>'</u>				1		1				\perp		Ц			
. a. Have a critical facility to discriminate	1			1																		-		1					,	Ш	<u>_</u>		•		
between good and bad															4											Ц						\coprod			
b. Describes different types of literature	1	ŀ		1	J,							\int				ľ										ŀ				Ш	1	\coprod		1	
c. Working knowledge of classics	1			1	\prod						ľ											.∐		ı				\coprod	Ŀ		\perp	\prod			
d. Relate literature to the contemporary	1			1										1						1										1	\perp				
setting		,			T																							\coprod'							
	*	П		\prod	T							Γ.																							

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CZ Citizenship
Ec Economics
EH Enotional Health
EE Energy &
Environment
E2Y Examination of
Values
FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Con Communications
LT Leisure Time
CP Career Planning

CROSS REFERENCE

MA Mathematics SAT Science & Technology Soc Paul, Present & Future Society PEN Physical Education & Health Uof the of Information UID Unidentified

ERIC PRINTED TO PRINTE

Fremont Unified School District		_			,					J	4		; }			_				.,		A	REC	UE	MC1	/8)	AT	TÉN	DA	NCI	AA	EA	· ·
Lighton annier school planter			PROBLE TYPE &	inėv ili I angut ———		Šr. I	ligh		Jr.	High)	: -	!len	ento	ıry.	_															-	 -1	CROSS 4 MALES
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	•	istration	5.5 1.	nt	30U	φ	n San Jose ngton	lianson Hillview nterville	9	son	S	de	>	rate	oume	E	lankler	100		kde		À	B: -	n San Jose	n Valley			5	ont	ep.	- KAithe	Springs	See abbreviat below
SELF AND INTERPERSONAL COMPETENCIES	total frequency	博利	레이.	Reside	Americ	Kenne	- Mission Washir	Center	Hopkir	Robert	Walters	Alviso	Bries	Brook	Chade	Durha	Glank	Some	Green	Hacier	Leitch	Marsh	Matto	Miseio	Mosto	Niles	NON NON	Oliveria	Parkm	Patter	Rix	Warm	B
UMAN RELATIONS													,														_			\prod			
1. Understand General Psychology	3	1	1	1		1				\prod			_		1		,			\prod		ļ.		4	1	Ц	<u> </u> .		\prod	$\downarrow \downarrow$		\coprod	
e. Knowe human behavior	2			2		\prod	\perp	\downarrow			$\downarrow \downarrow$		-					\parallel	1		\coprod	,	\prod	\perp	ų i	$\prod_{i=1}^{n}$	+-	-	\dashv	4	\dashv	\coprod	ExV-71
b. Knows how, when and where to seek	2 1	1		11	\prod	$\frac{1}{1}$	\perp	-	-		+		+	H	-		\prod		-	11	\perp	+	1	+	1		+	 	\dashv	<u> </u>	 	++	CZ-2s
professional assistance		\coprod	\prod	+	H	\coprod	4	1	\prod		\parallel		+	\prod	+	_	H	\dashv	+	H	+	+	1	\parallel	-	H	-	4	$\frac{1}{1}$	\dashv	+	H	
c. Can achieve results using psychological	1	$oxed{\sqcup}$	+	1	H	H	+	4	′ ′	H	+		+	H		+	H		+	H	<u> -</u>	+	 	q	1	H	+	H	H	\dashv	+	1	<u> </u>
knowledge	 	H	${\color{red} H}$	\prod	H	+	+	+	+	+	$\frac{1}{1}$		+		+	H	H	$\frac{1}{1}$	+	H		+	H	+	+	H	+	+	H	+	+	H	
d Knows about contact between adult, 3	1 '	H	1	H	H	1	+	+	+	H	+	+	+	H	+	+	H	+	1	H		+	H	+	+	H	+	+	H	H	+	H	CZ-3e
parents, and child			+	+	H	$\frac{1}{1}$	+		H		H		+		+	+	H	+	+		1.1	+	H		+	H	+	\vdash	╁	+	+	H	<u> </u>
e. Knows games people play	1	H	1		H	1	+	+	-	\parallel	+		\dagger	H	1	\dagger	+	\parallel	1	\dagger		+	H			H	+	+	H	1	+	 	Com-lw '
f. Knows how to svoid games	2		+	H	 	+	1	\dagger		\dagger	\parallel	•			+	1	H	\dagger	+	1								\top	H	+	 	\parallel	
g. Knows what to do in case of stress and		\dagger		+	Ĥ	,†	T	+		\dagger	\parallel		†	H	Ï	+		$\dagger \dagger$	1			†				Ħ			1		,	П	
, h. Learn life scripts and how to use them	1,		1	11		i		1					\uparrow												Ť								
2. Establish Successful Human Relationships	17'	1	1	213	1	3 3	١,		l	1			1			1]					1			1		ı	T			\prod	i	CZ-3f
a. Accepts people for what they are	3	1		2						ľ			1			•	1					[1				
b. Listens (listening skills)	5			1 3							\coprod		1]			با		_			1.			1	\coprod				\coprod		\coprod	
c. Is aware of peoples feelings	3	1		111	Ľ	1			<u>.</u>		\prod			\prod	<u> </u>	-			\downarrow	Į,		1			1			ا ،		\coprod	4	\coprod	ExV-71 CZ-3g
d. la courteous	3	\prod	\prod	3				1			\coprod	$\perp \mid$	1		\coprod			\prod	1			\perp		\coprod	1	\coprod		-	1	$\frac{1}{1}$	1		ExV-7c
e. Is respectful of others opinions and	. 17		1	T 15	1	. 2			+	1 1	\prod	1	1		1	1	1 1			4	\prod	1		\parallel	1	\prod	1	1	\prod	\coprod	\downarrow	-	
property											Щ								Ŀ	Ц		_		Ц				$oldsymbol{\perp}$	Ц].		Ш	

CZ Citizenship
Ec Economics
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Environment
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CROSS REFERENCE

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
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LT Leisung Time
CP Carper Planning

MA Mathematics
SAT Science & Tachnology
Soc Past, Present & Future
Society
PEH Physical Education
& Health
Uol Use of Information
UID Unidentified

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Fremont Unified School District

FREQUENCY BY ATTENDANCE AREA

A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		etration	,		Uffeed	S C	San Jone	gton	A STATE OF THE PARTY OF THE PAR		uoi uoi					ourne	*	000		1	8				A Sen Jose	, verey				ont	80		n Springs	See abbreviations below.
SELF AND INTERPERQUIAL COMPETENCIES	total frequency	Admin	Student	Teache		Investor	Kernec	Weeking		Home	Robert	Weter	Ase	Brier	00 C	Ž,	L	Glenm	Come	Griffer		5	1	Mento	2	Move	2 2	No.		Perty	Reymo	ž.	W	
NUMAN RELATIONS (continued)			1																				ŀ						Ţ	\prod			•	
f. Willing to hear other point of view		Ц	ı	2 3	Ц	ı	2		\coprod		1		Ц	\coprod	1		Щ				1		Ц	╀		Ц	1		ı	Ц	\coprod	4	H	Con-2s
(recognizes many sides of issues)		Ц		Ц	Ц				\coprod	\downarrow			Ц	Ц						Ц	1			1		1	\downarrow	\downarrow	_	\coprod		_	Ц	CZ-3k
g. Accepts responsibility	2	\coprod		2				\coprod		Ц	1		\coprod	\prod				ļ	╣,		1	1	\perp	1	\prod		_	Ц	1	-	\downarrow	4	Ц	ExV-6b
h. Develope a concern for welfare of others	4 .	Ц	l	1 2		1	1		\prod	Ш	_		Ц		1.				↓.		\downarrow		ŀ	\downarrow	\prod	1	_		_	Ц	$\downarrow \downarrow$	1	\coprod	ExV-7b
i. Able to apply learning from classroom to	1	Ц	-	l	\coprod			Įļ.	\prod	1	1			\coprod			i	_	4-	Ц	1	Ц		1	\coprod	-	\downarrow	\prod	1	igert	\coprod	_	\parallel	ļ
t mol life	^ 3	Ц		Ц	Ц	L			\prod	1	_	Ц	Ц		1							Ц		17		Ц		\coprod		Ц	\coprod	1	\sqcup	
j. Able to tolerate different people	5		1	4			1		\prod	ŀ			Ц	\coprod		\parallel	<u> </u>	\downarrow	_	Ц	\perp		Ц	1	Ц		1	Ц	1	1		4	\coprod	Com-2L
h. Enows how to cope with problems	1	\coprod	1	Ц	<u> </u>	\downarrow					1	Ц				Ц			<u> </u>	Ц	Ļ			_	Ц	H	_	Ц		\dashv	\prod	_	Н	
1. Recognize value of accepting some	3	\coprod	1	3	Ц	\perp	1		\coprod		1		Ц	1					_		\perp			1	!	4	_	\coprod		1	\coprod	_	Ц	ExV-6g
eituations that can not be changed		Ц	1	ļ.		\perp			\prod	\perp		Ц	Ц	\coprod				L	1	\prod		Ц		\downarrow	\prod		1		1	ig	\coprod	\downarrow	\prod	
immediately		Ц			Ц		\downarrow	Ц	Ц	Ц	4		<u> </u>			,			1	Ц			Ц		Ц		_			\coprod	\coprod	1		
m. Be aware of human failings	3 _	\coprod	L	3	Ц		1 1		Ц		4		Ц	Ц	1		\prod	\perp	1			Ц					1	\prod		1		_		
n. Looks for humor in situation	1	Ц	\perp	l	Ц	Ц	1		┧	Ц			Ц				\bigvee		1		\downarrow	Ц	Ц	1	\prod	Ц	1	Ц		igert	\coprod	4		•
o. Learn the art of compromise	3		L	3				Ц	Ц					\coprod			Ц	1		Ц			j	1	<u> </u>		\downarrow	Ц		1	\prod	4	\prod	ExV-6b,c
p. Enows use of body lenguage	2	ŀ	L	2					Ц		1		Ц	\coprod	<u> </u>	ľ			1	Ц	\perp		Ц	1		1	1			1	\coprod	1		
q. Work with others toward a common goal	J		L	1					\coprod	Ц			Ц	\prod				Ц						1	\prod	\coprod	\downarrow	Ц	1	4	\coprod	1	1	
3. Know How to Communicate With Others	3 .		l	2					\coprod	1					L					Ц		,		1		1.		ź			\prod	1	Ц	Com-2
e. Can express self through, writing, ert,	8		2	1 5	l	1	1			1	1			\prod				\coprod			\perp			\perp			1		1			_	1	FA-4; Com-2
and speaking for what you believe											ľ													1	Ц		1	Ц				<u> </u>		
b. Has interpersonal relations training	<i>i</i> 1			ı			\int		\coprod	1																								is and the second of the secon

Elementary

CROSS REFERENCE

C3 Citizenship Ec Economics
EH Emotional Health
EE Energy &
Environment
ExV Examination of 50 Values FL Family Living

FA Fine Arts
HR Hutten Relations
OSP Occupational Solection
& Preparation
Con Communications
LT Latiture Time
CP Career Planning

MA Mathematics Set Science & Technology Soc Past, Present & Fature Society PEH Physical Education & Health Und Use of Information UID Unidentified

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Fremont Unified School District			MIN		7.87 64F		Sr.	High		J	r. His	gh	Ĺ	E	em et	itery												·					_		CASSE VALUE CONTRACT
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration			ified	5	,	San Jone	on Hillwigw		no	5					5 L	¥	žor.		/		2			San Jose	1 V CONTO V				ont on		Mile	Springs	See abbreviations below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	dimini		Teacher	Voident	America	Kenned	Mission	William	Hopkin	Robertson	Thornte	Aveso	Azevad	Brier	Cabrillo	Ourhan	Fremo	Glenn	0000	Crime	Hirach	Lortech	Marsh	Matted	Mission	Mount	8 70 2 2	Norrie	8	Parkm	Rix	Valleyo	Warm	, ,
HUMAN RELATIONS (continued)													Ц			\coprod			\prod	\downarrow		Ц		\parallel	1	\prod	\coprod			\prod		_	\prod	1	
c. Can talk with many types of people, i.e.	6		2	1	3	1	ı	1			1											Ц	\perp	Ц	1	\coprod	\prod	-	\perp	1	Ц	_	\coprod	\coprod	
"higher-ups", cops, teachers, parents												1	Ш	١			_ '			1	\coprod	L	\downarrow	\coprod	_	H	11	_	4	$\frac{1}{1}$	$\downarrow \downarrow$	_	\prod	4	
4. Know How to Work With Others	5			1	4		2		\coprod		1	Ц	Ц							\downarrow	\prod	1		\coprod	_	\prod			Ц	\prod	Ц	_	Įļ:	4	CP-18c
a. Cooperates and shows good sportsmanship	2			1	ı		1					1										Ц		Ц	_	\prod		1	Ц		\coprod		\prod	Ц	
b. Understands lines of authority in work	2	\prod		ŀ	1			1			1					\prod	1			1	Ц			Ц		\coprod	$\downarrow \downarrow$	1		$\downarrow \downarrow$	\coprod		\coprod	\prod	
and government																			\prod	1	Ц			\coprod	_			_	Ц	\sqcup	\perp	_	\coprod	Ц	
c. Respect authority	1				1		1		Ц							\perp	_				\prod	Ц	4	\coprod	1	Ц	\prod	<u> </u>		\prod	$\bot \!\!\! \downarrow$	+	\coprod	\coprod	ExV-5j
U. Can work with bosses and teachers even	3	Ц			3	Ц			\coprod				Ц	•			1		\prod			1	4	\prod	1	\coprod	$\downarrow \downarrow$	-	Ц	1	$\downarrow \downarrow$	<u> </u>	H	•	CP-21
if you don't like them													Ц				1		ь	<u> </u>		Ц	\downarrow	\coprod	_	\coprod		1	Ц	$\downarrow \downarrow$	\coprod	- -	\prod	\perp	
e. Learn to take orders	. 1	Ц			1	Ц	Ш		\coprod				1			Щ	_		4	1	\coprod	1	4	\prod	1	 -	\coprod	\perp	Ц	+	\coprod	_	\prod	_	CZ-3n Soc-le
5. Understand and Appreciate Other Cultures	, <u>3</u>				3			1	\coprod	Ц				1		\coprod	1			1			4	\coprod	\downarrow	\coprod		_	4		$\downarrow \downarrow$	+	1		CZ-30; ExV-2b
a. Understand cultural and religious	. 3				3	Ц		1		\perp		1	\prod			\prod	1			1	\coprod		\downarrow	Щ	_	Ц	,	1	H	4	\perp		\prod	4	CZ-30; ExV-2b
heritage	*				Ш	Ц			\coprod	Ц			L	1.		\prod	\perp		\coprod	1	\coprod		$\downarrow \downarrow$		4	\coprod	\coprod	1		\coprod	\coprod	\perp	\prod	Щ	· -
b. Knows of ethnic groups	3				3	Ц	\perp	ı	\coprod			\coprod	ļ			\parallel	1	1		1		L	\downarrow	\	_	\coprod			4	\prod	$\downarrow \downarrow$	-	Цi	\downarrow	CZ-30; ExV-21
6. Knows Family Responsibilities	1				1		\perp			Ц			$\prod_{i=1}^{n}$	1	\coprod	\prod	_		\prod	1		L		\prod	1	\prod	\downarrow	╁,	_	$\downarrow \downarrow$	$\downarrow \downarrow$		\coprod	\downarrow	CZ-20
a. Has financial knowledge	1 .	إذ			1					\prod						\prod	-		\prod	1				\prod	1	\prod		+	<u> </u>	$\downarrow \downarrow$	$\downarrow \downarrow$	+	\coprod	ļ.	Ec-1 ·
b. Understands emotional security	1				1	Ц		Ц	\coprod			Ц				\prod	\downarrow	\prod					Ц		1	\coprod	\prod	-		 	\coprod	4	\coprod		
7. Know and Use Acceptable Social Manners	13		1 2	2 8	3		3	2	\prod	\bigsqcup	1 1	\coprod		1	\coprod	\perp		1	1	\downarrow	1				1	\coprod	$\downarrow \downarrow$	-		\prod	\bot	_		1	UID-1a-d
(Etiquette)														t.											\downarrow					\prod		\perp	\prod	1	
a. Know good table manners	4		1		3		1		\prod	\prod				1	$\left \cdot \right $			1 1	1		1				1			Ì			\coprod				

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CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy &
Environment
ExV Examination of
Values
FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
a Preparation
Com Communications
LT Leteure Time
CP Career Planelag

MA Mothematics
Set's Science & Technology
Soc Pand, Present & Future
Society
PEH Physical Education
& Heelth
Uol Use of Information
UTD Unidentified

A CALL AND A	• ,										_		1		_							M	FQ(AN	CY,	87 <i>/</i>	ım	RIO.	AM.	TA.	M4	<u>.</u>		
Fremont School District	ing Nganana <mark>w</mark> a		ANDREAS TOTAL	1977 (1 1000)	1	Şr. İ	High	٠	Į,	High		Į	lone	inter	y												,			_		↲	C0000 7 ADV	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	,	stration	4	nt.	200		Georgia	Hilliam Hilliam		900		8		•	Ourne				Sec.	8				n Sen Jose	,						S. Miles	ick.	See abbrevia belov	tions
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Studen	300	Y THE	2		3	HODE	Popular		***	Bries	Proof	Q O	E		Con	Crimer		5	Ž	2	N.	Moss	1 2 2	No.	Ö		Z Ž	7	Were	١.	
HUMAN RELATIONS (continued)										\coprod	Ц						_	ig	Ц			\sqcup	_		Ц	_		\coprod	\coprod	\perp	\coprod	\coprod		
b. Dow hoe to make guests feel comfortable	2		2			1	1				\coprod	Щ	Ш	\downarrow	\coprod					_			\downarrow	Ц	Ц			\coprod	\coprod	\coprod		\coprod		
(hospitality)					\prod		;		Ц		\coprod					\coprod		Ц	Ц	1			\downarrow			Ļ		\coprod	\coprod	\perp	igert	\coprod		
c. Mora simple courtesies (please, etc.)	1	l L	2	1 3	Ш	2	1			1	\prod				\coprod		1		1		Ц	\prod	\downarrow		\prod	1		\coprod	\coprod		\downarrow	Ц	<u>'</u>	
d. At ease with other age Myups	1			1		1							•			\coprod			\coprod					\prod	\prod			\coprod	\coprod	$oxed{\Box}$	\coprod	\coprod		
e. Properly dresses for occusions	3			1 2			1			1	\coprod	Ц				\coprod	l		\prod	1	4		\downarrow	\coprod	Ц			\coprod	$\downarrow \downarrow$	igspace	igert	\coprod	Pirða	
f. Properly uses cosmetics	1	\coprod		1						1			\perp	\perp		\prod			\coprod					Ц	\prod	\downarrow	Ц	\coprod	<u> </u>	\perp	4	\coprod		
g. Shows respect by saying "yes sir", etc.	2	\coprod	\prod	2			1			\coprod	\coprod	\coprod	ot						\prod	\downarrow		1	\downarrow	\coprod	\coprod	_		\coprod	\coprod	\coprod	 	\coprod		
h. Down how to conduct formal dinners	2	\coprod	4	2	\coprod				L	Щ	\coprod	\coprod	Ц	1			1	Ц	1	\downarrow	•	Ц	\downarrow	\coprod	Ц	_	4	\coprod	╁	\perp	igert	⇊		
1. In tactful	2	\coprod	\prod	1 1				Ц	Ц		\coprod	Ц			Ц	\coprod	1			\downarrow	Ц		1					\prod	\coprod	\coprod	$\downarrow \downarrow$	\coprod		
j. Has good personal hygiene-use of sosp,	ì		\prod	į	\coprod				Ц	\coprod	Ц	.		\downarrow	\coprod	\coprod	1		\coprod	1	\coprod	\coprod	_	Ц.	\coprod			H	\coprod	\coprod	\downarrow	\coprod	· · ·	
and water and deodorant, hair care and		Ц	\prod	<u> </u>	\prod	\coprod	1	Ц		\prod	\coprod	\sqcup	Ц	1	\prod		\perp	\coprod	\prod	1		\prod	+	\coprod	\sqcup	_	-	\coprod	$\downarrow \downarrow$	$\downarrow \downarrow$	igert	\coprod		
use of vitanins		Ц	\prod	\parallel	\coprod	\coprod	\downarrow		\parallel		\coprod	\prod	Ц	\downarrow	\coprod		1			1		\prod	1	\prod	Ц	\perp	4	\prod	\coprod	\perp	4	4		
k. Makes introductions properly	2	4		1 1			1		Ц		\coprod	1	Ц	1		ļ	1		\coprod	\downarrow	Ц	\coprod	1	\coprod	\prod	\perp	4	 	1	Ц	+	$\downarrow \downarrow$	· ·	
1. Consideration of elderly	1		Ц	1	\coprod	Ц		Ц	Ц		\coprod	1	Ц	\downarrow	Ц		1		$\downarrow\downarrow$	\downarrow	Ц	\coprod	_		\prod	4	\downarrow	<u> </u>	\coprod	Ц	4	\coprod		1
m. Listens well	3 0			1 2	Ш	Ш	1		\coprod	\coprod	\coprod	1	Ц	\downarrow	\coprod	\coprod	\downarrow		\prod	1	\prod	\prod	\downarrow	Ц	1	_	igert	\coprod	\prod	igsqcup	+	\coprod	. •	
n. Diows how to keep a conversation going	i		1		\prod	ı	1	<u> </u>		11	\coprod	\prod	Ц	\downarrow	\coprod	\prod	1			1		$\downarrow \downarrow$	1	\coprod	\coprod	$\downarrow \downarrow$	\parallel	\coprod	\coprod	1	\downarrow	\coprod	,	
and interesting			\prod				1	\coprod		\coprod	\coprod		Ц		Ц.	\coprod	\downarrow	Ľ							$\downarrow \downarrow$	\downarrow		\coprod	++	\coprod	+	\coprod		
o. Know how to be themselves	3		1	1		h			\coprod	<u> </u>	\coprod	\coprod	\coprod	1		\coprod	1			1	\prod	\sqcup	1	\coprod	\prod			\coprod	\coprod	\coprod	1	\coprod		<u>, </u>
p. Can determine acceptable behavior	, `3			2			1				\coprod		Ц	\perp					\prod	1		\coprod	1	\coprod	\coprod	\coprod	ļ	\coprod	\coprod		\downarrow	\coprod	· ——	
q. Respects rights and feeling of others	2			1 1			1			∐.	Ц				l	\coprod										\perp		IJ,	\prod	╝	╚	\coprod	Fi- 1b	

CHOSS REFERENCE

CZ Citizenship
Ec Ecoconics
EH Enotional Health
EE Energy &
Environment
EcV Examination of
Values
PE Panily Living

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FA Fise Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Lelsure Time
CP Caster Planning

MA Mathematics SAT Science & Technology Soc Papt, Propent & Patter Society PBH Physical Education & Health Und Use of Information UD Unidentified

Francis Hulflad Cabool District				1						1		,					J						M	lou	ENC	YI	YA	т	MO.	ANC	FA	NLA		
Fremont Unified School District	•		/1000 /1770 (I	1417 PA		Se.	Hig		J	r. Hi	þ	Ţ	tie	im de	rtery	_					_						-			<u>_</u>	-		7.	Mode Cappaint
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		Residen			200		Sen Jose	on Hibrary			5							94							Valley Valley							Mille		See abbreviations below.
SELF AND INTERPERSONAL COMPETENCIES	total fraquency	Admin	Student	Residen	America	Carried A	-		Hopton	Roberte	Thorne	2	Blacow	Brief		Durten	Charles	Geromo	Green	Grimma	i e		2		Merion	1	2	E A	O Control	Patters	, i	Werm'	Warwin	÷
RUMAN RELATIONS (continued)													,																					
r. Uses telephone magners; courteous, takes	1	1				_		\prod		_		\coprod										+				\downarrow	\prod	\prod	\perp					'
messages, soothes unhappy customers	•	\parallel	\prod	.	ļ	4	\prod	\coprod		1	H	\coprod	\bot	1	\coprod	Ц	4	Ц	\perp		\coprod	_	4	\prod	\coprod	+	H	$\downarrow \downarrow$	 	$\!$	\coprod	$\downarrow \downarrow$	_	
B. Demonstrate Self Discipline	6	igert		1 8	\downarrow	2	\prod	∏.	1	1				_	4	1	-	\prod		4	\prod	+	1	\prod	4-	+		Ц	-		\prod	$\downarrow \downarrow$	C2-	3
a. Be able to say no and yes appropriately	2			1 1	Ц	1	\prod	\prod		1	\parallel	$\!$		1	$\downarrow \downarrow$	-			Ц		\coprod	-		\prod	++	_		\coprod	igg	 	ig	$\downarrow \downarrow$	ExV	/-5c;BxV-8j
b. Be able to distinguish differences be-	4	H	H	3	Н	1	\prod	H	$\downarrow \downarrow$	1	H	$\!$	+	4	\coprod	1	_	Ц	1	4	H	4	+		\coprod	\downarrow	\prod	┦	 	+		\coprod	\downarrow	
tween peoples responsibilities	·	\dashv		\coprod	\bot		-	\coprod	Н	+		\coprod		+	\coprod	\parallel	\downarrow	\prod	\downarrow	+	H	4	4	\prod	$\downarrow \downarrow$	\downarrow	\prod	$\downarrow \downarrow$	+	 	H	\coprod	\downarrow	
c. Can work by himself	2	ert	$\ \cdot\ $	2	\downarrow	-		1	\coprod		-	$\!$	$\downarrow \downarrow$	\downarrow	\prod	1	1	\coprod	\prod	4	H	4	1	\prod	+	-		$\downarrow \downarrow$	_	\coprod	\dashv	╁	EXV	<u> </u>
d. Has self esteen and self worth	6	$\!$	1	5	1	+		ig	\parallel	4	1	\coprod	+	+	\coprod	H	\downarrow	H	\prod	+	1	\downarrow	1	H	\dashv	-		4	+		\vdash	$\frac{1}{1}$	\downarrow	<u>, </u>
e. Con establish priorities	1	\parallel		11		+	igert	\prod	\coprod	\perp		\prod	$\frac{1}{1}$	1		1	4	H	$\downarrow \downarrow$	1	H	+	4		H	+	+	\coprod	_	Ш	-	\coprod	Exv	7 8 d
7. Thinks isdependently	2	\parallel	\prod	2	H	+	H	H	H	+		$\!$	$\frac{1}{1}$	\downarrow		1 1	+	H	\coprod	+	H	Щ	4	H	\coprod	+	-	+	+	Н	H	\dashv	ExV	-8h
g. Can make decisions	1	+		1	H	+	H	╫	H	+	+	$\!$	$rac{1}{1}$	+		1	+	H	H	+	H	+	\downarrow	H	\dashv	+	H	\dashv	¥	H	+	H	RXV	-5c; 2xV-8
h. Can make good use of unstructured time	11	4	Н	1	H	+	H	H	\dashv	+	+	\dashv	+	\downarrow	· ;	4	+	-	\coprod	+	H	+	+	H	+	+	H	$\frac{1}{1}$	+	+	\dashv	H	+	
i Can control temper	3	+	4	1	1	1	H	igert	H	+	+	╁	\dashv	+	H	+	+	H	H	+	H	+	+	-	H	∔	H	\dashv	+	Н	+	H	┼-	
1 Accept consequences of action	1	+	Н	1	H	+	Н	H	H	+	+	╀	\coprod	+	H	\dashv	+	Н	$\prod_{i \in I}$	+	H	\parallel	\downarrow		+	╀	-	otag	4	H	\dashv	\dashv	- RxV	-Ic
9. Knows How to Deal With a Con Artist	1	4	1	#	H	+	\parallel	4	\prod	+	+	${f \parallel}$	H	+	ig		+	${\mathbb H}$	\prod	+	-	\downarrow	+	H	H	+	H	H	$ \downarrow \mid $		+	╁	Pir:	50
s. Knows shout fair prices	1.		1	H	H	+	H	1		+	+	$\!$	+	+	H	+	+	\dashv	H	+	H	H	+		H	-	-	H	+	H	+	otag	+	
b. Knows what he/she wants	1	\mathbb{H}	1	igwedge	H	+	+		H	\mathbb{H}	+	H	H	+	H	+	+	\parallel	\parallel	+	╁	H	+	4	H	+		$\dashv \dashv$	\dashv	H	+	\dashv	+	·. •
c. Knowa how to any no	1	\parallel	1 1	#	H	1	+	1	H	•	+	H	H	+	-	$\dashv \dashv$	-	\vdash	H	+	H	-	+	Н	H	ļ.		H	\dashv	H	+	$\frac{1}{1}$	ExV-	-81
d. Knows how to sak important questions	1	\parallel	1	H	H	+	4	1	H	\prod	+	4	\prod	+	\parallel	\dashv	+	+	\prod	_	H	+	4	\dashv	H	+		\coprod	\dashv	H	+	\coprod	 	
sboyt's product or item	1	Ш			Ц	\perp	Ц					Ц		Ĺ				Ц		•	\					\perp		Ц	\perp	Ш	\perp	\prod	$oldsymbol{ol}}}}}}}}}}}}}}$	

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CZ Citizenship
Er Econonics
EM Enctional Health
EE Energy &
Environment
Exy Examination of
Values
PL Paully Living

CROSS REFERENCE

FA Fine Arts
IR Hamas Relations
OSP Occupational Selection
a Preparation
Con Communications
LT Letaure Time
CP Conver Planning

MA Mothematics
SAT Science & Technology
Sac Part, Prepent & Funns
Society
PRH Physical Education
& Heald
Uni Use of Information
URD Unidentified

frequency by attendance area Fremont Unified School District Jr. High Elementary . Sr. High A PERSON LEAVING MIGH SCHOOL hhevlations SHOULD BE ABLE TO ... below. **BELF AND INTERPERSONAL COMPETENCIES** (been type) WOITAIN LAND 10. Understands the Senior Citiaen s. Enoug how they live b. Droys abilities, resources and limitations of the aged 11. Emercising the Responsibilities of Leederqide a. Aware of leadership ability b. Con channel energy toward goals 1 c. Conecious of moral obligations towards followers and society CI-la: Ing Ji 12. Madle Parenthood 1 s. Is open minded b. Budles such child according to personalities PRH-19;14,18,8P,34 c. Understands basic health care Mi:30-c,44-k 001-86-1; foc-1c d. Is sware of community agencies which Picih: Cicle bely parents with problems e. Understands growth and development of a child f. Knows responsibility of sex knowledge

CROSS REPERENCE

Leigue Tian Carret Plansing

Mit Science & Technol See Past, Present & Put Society PEN Physical Education & Hoold



PL Family Living

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Fremont Unified School District				MICY BY		Şr. İ	High		Jr.	High		-	lem	intary	_							_		1			_	·		:		CIRE	past narranical
	total frequency	stration	\$	ار	Thed	,	San Jose gton	on Hillview	6	non non		8		ale	yurne	j.,	XOT .	3	cta		λ==		San Jose	Valley				on	sp	Milks	Springs	ab	See breviations below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Student	Resider	America	Kenned	Mission	Centery	Hopkin	Roberts	Walters	Azevad	Brier	Brookv	Chadoc	Glankle	Gornes	Green	Hacien	Leitch	Marsha	Mattos	Mission	Mission	SEZ	Norms	\$ 8 2 0	Parkme	Reyno	Vallejo	Warm		
HUMAN RELATIONS (continued)																		:						,					Ľ				
g. Develop a set of values	2	ŀ		2					_	1				\perp				4	\prod			H	\parallel					1	Ц,				
13. Know How to Order From Menu	1	\coprod		1	14	\coprod			_			-			$\downarrow \downarrow$			1			-		7	1	\prod	\prod		4	$oldsymbol{\downarrow}$	\perp		<u> </u>	`
a, What a la corte means	1	\coprod	1	1							Ц		1		\downarrow		-	1	\prod	<u> </u>			\parallel	-		\parallel	\coprod	\bot	H	$\downarrow \downarrow$		FA-6	ia .
b. What an entree is	1			1	\prod													1					\downarrow	1	Ľ.	\prod	$\downarrow \downarrow$	\perp		Ц		PA-6	18
c. Know what price includes	1	\coprod		1	\prod	Ц	\coprod		1		\prod				$\downarrow \downarrow$	$\perp \mid$		1	Ц						\coprod	\prod	<u> </u>	\downarrow	 	Ц	<u> </u>	_	
d. Etiquette of dining out (basics)	. 1			1	\prod	1	\coprod							$\perp \mid$	\perp	$\perp \mid$	\perp	1			Ŀ			_		$\downarrow \downarrow$	\prod	\coprod	H	Ц		L	
					\prod						\coprod				$\perp \mid$			1	Ц		<u> </u>			_		\prod	\coprod	$\perp \mid$	\coprod	\coprod		_	
•		\coprod		\coprod											\perp	Ц		\downarrow	Ц			Ц	Щ	1			\coprod	\perp	Ц	\coprod		Ŀ	. 1
CCUPATIONAL SELECTION & PREPARATION	٠,		1		100							Ш						\perp	Ц		L.	Ц	$\downarrow \downarrow$	1	Ц		\coprod	$\perp \mid$	\coprod	Ц			
P. Exposure To and Awareness Of		Ц		en. His				Ц											Ц					1			\coprod	\perp	Ц.			CZ#	ıc ·
a. Counseling	5		1	4		1			1		,	1			1	Ц			1	Ļ	L.	Ц	\coprod	_			\coprod	$\perp \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \!$	Ц.	Ц		L	
) b. More information on various careers	7	\coprod	1 1	1 4		1						1			1		ľ	1					\coprod	\perp	1	Ц	\coprod		\coprod	Ц	\coprod	L	
c, Job/and career opportunities	11		3	8]		2 2	\prod	1	1 1	Ц	Ш			1		1		Ц				\prod	1	<u> </u>		1	$\perp \mid$	H.	\coprod			
d. Career centers	1		1			\coprod					Ц												\coprod		Ц		\coprod	$oxed{igg }$		Ц	1	CP-1	la-h
e: Vocational training programs	6	\prod		6						l						Į,	1								Ц	1	1			\prod	1		
f. Apprenticeship program - various	6		1	5				1			1						1							1	Ц		1			\prod		L	
vocations - 0.J.T.						١,										Щ										<u> </u>	\coprod		\perp	\coprod	4	,	
g. Qualifications for various jobs	5		1	1 3 .		1		1	1		l											1		<u>'</u>				·				\ -	<u> </u>
h. Speakers representing the various fields	4		1	3			\prod		1		ļ						1															CP-7	/a-1
			1,1	T.	П	П	\prod	1.1	,		Ι,	П	ý				Γ					l I				11.	. []					ĆD-1	a-h

CROSS REFERENCE

CZ Citizenship
Ec Econopies
EH Emotional Health
EE Energy &
Environment
ExY Examination of
Values
FIL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Leisure Time
CP Career Planning

MA Nathenatics
S&T Science & Technology
Soc Past, Present & Future
Society
PEM Physical Education
& Health
Uol Use of Information
UID Unidentified



i. Employment agencies



Skille Aucument

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Fremont Unified School District			mid THY	VINCY I	,	Sç	, Hig	h		Jr. H	ligh		, E		eter	y	_			_		•	11				,		11		T T	T''	-T	П	CACOUNTAL	# ************************************	7
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	· · · · · · · · · · · · · · · · · · ·	5					Jose	Lillying													rt.					λ							9		Se abbrevi	iations	
	total frequency	inistrati	ent	her Jent	Spriffed	Ę,	on Sar	ington.	erville	5	nton	510	ade		A CHI	Hours	NOUT	kler	1000	ç	ende	듀	YOU'K		ind Section	ton Valley	<u></u>		erie	os mont	Patterson	NO HORS	Sio Mills	wick	6		
SELF AND INTERPERSONAL COMPETENCIES	frequency	Adm	Stude	Teaci	Pind	IMIN	Missi	N SEE	Cent	Hom	Hob	**************************************	Aze	Brier	800	2 0	Figure	Glen	Gorn	0	H	Į.	Mak	X X	Z Z	Σ	Ž	Š	S S	O T	Patt	Rix	Alle Vella	No.		· ·	=
OCCUPATIONAL SELECTION & PREPARATION (continued)								1			Ш	1	/		1		1		Щ	-		4	\prod	-		H	1	1	4	_	\coprod	\perp	-	\coprod			
j. Union leaders - work with	1		\downarrow	4		1	\prod	1		Ц	\perp	1			1	H	٥			_	$\downarrow \downarrow$	_	$\frac{1}{1}$	+		\prod	-		+	_	\prod	•.	4	<u> </u>	l .	11	_
k. Observation programs	1	Ц		1		1		1		ŀ		1	1	Ŀ	1	\coprod			\perp	4		\perp	$\frac{ \cdot }{ \cdot }$	+	H	H	+	\prod		+	H	\mathbb{H}	ot	\prod		<u>'</u>	-
1. Child labor laws	1	\coprod	<u>.</u>	1		1		1	\coprod	\prod		1	\Box		+	\prod	+	\prod	\coprod	+	H	+	\coprod	+	H	\prod	+	\parallel	\mathcal{H}	-	H			\coprod	• • •		_
m. Educational opportunities	1			1				1	L	\coprod	\parallel	1		H	\downarrow	\prod				1	\coprod	-	\prod	1.	,	\prod	-		-	+	\dashv	+	1	╁			-
n. Merketable - skill	3			3				1	Ļ	1	\coprod	1		\coprod	4		١		Ц		\perp		$\frac{1}{1}$	+	1	\prod	-	H	1	+	H	\prod	4	H			-
o. Skills required for different jobs	1		1		_	\coprod		1		,	\bot	4			_	\prod	1		A	+	\prod	+	4	1	4	H	-	H	+-	4	\dashv	H	\parallel	\coprod			-
p. Newspaper ads	3	\coprod		3		\prod		1	1	1	4	1		•	· -		-		\perp	7	$\prod_{i=1}^{n}$	+	\prod	+	H	1	-	\prod	Щ		$\prod_{i=1}^{n}$	\mathbb{H}	\vdash	\prod	CZ-lc		-
q. To know value of further education				1		\parallel			17	$\frac{ \cdot }{ \cdot }$	1	+			<u>'</u>		1			4	\sqcup			+		H	٠,	\prod	+	_	$\frac{1}{1}$	Y		H		/	
2. College Career	,									\prod				\sqcup	<u> </u>		1			4	1		\coprod	+		\prod	4-	\coprod	\mathbb{H}	+	H	יי	H	H	1 1		-
a. Fill out school application	2	Ц	1	1			1	\perp		$oxed{oxed}$					<u> </u>	$\frac{1}{1}$		1	\perp	, ;	\perp	+	\coprod	1		H	+	H	\mathbb{H}	+	\dashv	1		H			-
b. Record keeping - availability -	1		_	1	1	H	4		$\ \cdot \ $	\sqcup	+	+		$\downarrow \downarrow$	+	H	+	1	\perp	-	\perp	1	$\downarrow \downarrow$	_	4		<i>,</i>	H	┦	+	╁	+	H	H			
accessability			14.		1	\coprod		1	$\ \cdot \ $		4	4		Н	-		+		-	<u> </u>	\mathbb{N}		H	+	H		+		+		\dashv		H	H	<u>6</u>	<u> </u>	_
c. Know right to challenge the records as	1 •	$[\]$		1						\prod	4	Ų.				\mathbb{H}	\perp	1	•		\mathbb{H}	+		╬	H	H	+	H		+	\dashv	+	H		4		-
to insccuracies	.,	Ц				\coprod		_	\sqcup	$\downarrow \downarrow$	-	+	ļ.	ŀ	+	H	+	H	+		H		7	\perp		H	_		N		\dashv		H	H			
d. Awareness of different scholarships	2		2	$\perp \downarrow$	1	1	1		\prod	\prod	4	1	\prod		9.	H	+	\prod	L		1	+	24		-	\coprod	1		\parallel	-	\dashv	\parallel		H	· · · · ·		•
e. Determine which college best suits your	2		2	\perp		1	1		\coprod	\prod		1		1	4	$\frac{1}{1}$	+	· - -			\coprod	14		-		H	-			+	$\frac{1}{1}$	Щ	\parallel	$\frac{1}{1}$			
needs		\prod			4	\coprod		-	\prod	\parallel	<u> </u>			Ц	1		1	\coprod	\perp	-	$\prod_{i=1}^{n}$	+	\sqcup	1		\prod	+		\mathbb{H}		H	H		H	<u> </u>	· :	_
f. Have a sound academic program - prep	1	\prod	1	<u>' </u>	1	i		\perp	\coprod	\coprod	\dashv	4		Ц	-		+	\prod	ľ	ţ	\prod	+	\prod	+	H		+	H	\perp		\dashv	\parallel		\prod	CP-22a-	<u>d</u>	
for college	,	\prod	\prod		1	\prod				\prod	$\downarrow \downarrow$	1		\coprod	4	\coprod	1.		╁.	\parallel	\parallel	1	\prod		<u> </u>	$ \cdot $	-	\parallel	+	+	+	+	\parallel	\coprod	<u> </u>	•	_
g. Know college requirements for entrance	, 1.			l			þ			V				Ŀ].				L						Ц					بِل	Ľ	Ц	Ц	Ц			-

CROSS REFERENCE

CZ Citizerphip
Ec Economics
EH Emotional Health
EE Energy &
Environment
ExY Examination of
Values
FL Family Living

FA Fice Arts
HR Human Relations
CSP Occupational Selection
& Preparation
Com Communications
LT Leisure Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Soc Past, Prosent & Future
Society
PEH Physical Education
& Health
Utol Use of Information
Utol Unidentified

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Skille Aucument.

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Fremont Unified School District			/MINOU			Sr	. Hig	jh		Jr.	High		Γ	Ele	m emî	ary				-	,						•	•								CMC		n
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	total frequency	istration	1	ır nt	tified	S	San Ja	Agton Hilly	ville	2	901	8	-		ole/	0	E	Dr.	000		200		A6	He		n San Jo				65	ont	nos		Springs	K K	abi	breviation below.	.8
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Studen	Reside	Americ	Irvingt	Mission	Washir	Center	Horner	Robert	Walter	Alviso	Blacov	Brook	Cabrill	Durha	Glankk	Glenm	Green	Crima	Hirach	Neitch Melon	Marsh	Millard	Missio	MOWI	2 2	Nortis	Offveri	Parkm	Patter	H.	Vallejo	Warw			•
OCCUPATIONAL SELECTION & PREPARATION (continued)					-			+					\parallel	. -	<u> </u>						-				-		<u> </u>		4		<u> </u>			+	1	ŧ		<u>/</u>
h. Know college admission procedures i. Have visited a college	1		1	•	+		1	+							-		1	+			†		#				+		<u> </u>					+			· .	
3. Apply For A Job	10	1	1	8		1		1	1			Н	1	\prod	-		H	_	1	-	1		+					1	-	1	 }	1	1	+			1.	_
a. Present one's self (sell self)	16			3 12	2	1	1	-	\prod	1 1	. 1			+	1	1		1	+		1		+		1				1	1			H	1			1 1.	\dashv
b. Prepare for an interview	11		1	1 9	2			1	H	i	+	H	1	1				1	+		1	H	1		1		+	\parallel					H	1		,	· · · · · · · · · · · · · · · · · · ·	-
-well groomed	21	1	$\dagger\dagger$	2 13	2	1 2	1.	1	1	1 1			1	1	1	ļ			1		1]		1			1	•	II.		1				PEH-	14b,c	
-be punctual	4	\coprod	1	3	1			_,				$\frac{1}{1}$		+	1		-	<u> </u>			1	$\left \cdot \right $	+		1				_				\prod	•	\prod	CP-4	la-g	-
-have some knowledge of the company	2	H		2	+	<u> </u>	<u> </u>	+	$\ \cdot\ $	+		╢	Ų.	+	+		H	+	1		1		+		1	\parallel		4	-				-	+	\prod	•		
-respond to questions under pressure -structure brief and concise responses	5		\parallel	1 1 1 4	1			+	H	1	+	H			+	 		+	+	\prod	ı	-	1.		1	+		1	-		-			+				_
-be aware of legal job rights	1			1											I														15							CZ-1	ic	I
-say "I don't know" truthfully	5		1	4	1			-	$\ $			╢	1	1					4		1				1			-			1	-	\prod	+	\prod	· ·		\dashv
-fill out application form	26	i	H	119		$ \cdot $	2	2		1	1 1	1	1	1	1	1		П	1 1	11	+		+		\parallel	1	\mathbb{H}	1-	1]:	1		4	\parallel			-
-make out a resume ,	18 12	-	2 3	3 13	1	2	1	1	1 :	1	1 1	╢	1	1	1		H	1	1 1	1	+	H	+			1	\parallel	1	1	-	ŀ	1	1	+	H		-4 .	_
-write legibly -read and comprehend the application	11		1	11		1 2	1	1	1	1			+		\perp	1				1			+			†							1	1				7

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy &
Environment
Exy Examination of
Values

Values FL Family Living

FA Fice Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications

LT Leisute Time CP Cureer Planning

MA Mathematics
SAT Science & Technology
Soc Past, Present & Fature
Society
PEH Physical Education
fat health
Uol Use of Information
UID Undentified



-be, [lexible

Language

-how to speak (good command of English

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Fremont Unified School District					17	;	ir, H	igh		Jr	. Hij	þ	Γ	El	0000	n) ar	y		:								1 1				;		_		•	4		<u>.</u>
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SELF AND INTERPERSONAL COMPETENCIES	frequency	Admini	Studen	Teacher	Chiden	Invingto	Kermed	Weshin	Willer	Hopkin	Robert	Thornt	XX	Blacow	Brier	Cabrillo	Q Q	Fremor	Glankle	Gorne	Grand	Hecien	Terror Learner	Malon	Mettoe	Millard	Mission		Z Z	Z Z	8	Parkmont	Reymo	Vellejo	Werm			
OCCUPATIONAL SELECTION & PREPARATION (continued)	4		,																												\prod		Ц			L		_
,-how to state qualifications	8 /		ı	1 3	i,	i	2			,				1			1			\coprod					1				\coprod	_	\coprod							4
-recognize job qualifications	4/:			2 2		1	1	1					Ц				1			\prod			\perp					_		_	\prod		\coprod			ļ.	1.	4
-have reference readily available	3		1	2		1		Ŀ					\prod			ot	\coprod				_	\prod			$\prod_{i=1}^{n}$	4		\downarrow		1	\prod	<u>. ı</u>						_
-take psychological risks	1			∐ı							1									Ц					\prod					1		┵	Ц	\perp		L	<u>:</u>	_
-change behavior patterns	1/1	Ц		1		\perp				Ц	1	Ц	\coprod			1				\coprod	_				Ш			1		_		\perp	\coprod	<u> </u>	1	ŀ		_
-accept job responsibilities	/ t	Ц		í		1			1	Ц			Ц						ŀ		\perp	Ц	1					<u> </u>		_	\prod	\coprod	Ц	\perp	1	CZ	-3c, k	4
-understand job scale	/ 1	Ц		l				Ц	1				Ц		Ц	1	\coprod	\perp					\perp		L	1			Ц	\downarrow	\prod	\perp	H			L		_
-understand job potential	1	Ц	1	l	\coprod				1 1				Ц	_	Ц					\coprod	1					٧.		}		1		╝		1			·	_
-understand job description	1	Ц		ļ	\prod	•	Ц	Ц	1			Ц		<u> </u>		ŀ				\coprod	Ŀ		1		Ц			ŀ		_	Ц	\downarrow		<u> </u>				4
-know employment resources	. 5		1	4	\coprod	Ŀ	Ц	Ц	1	1			Ц	_					l		1		1	Ц	Ц	_	Ц	1		1	Ц	1	\coprod			L		4
-compose letters (business)	2	Ц	_	2				\coprod		1			묌		3						1	Ц	1		Ц			1	\coprod	1	Ц	1	\coprod			L		
-job communication (who? how many?	1	ı		Ц		\perp						4	Ц	4	Ц	_					1		1			_				1	\prod	\downarrow	\coprod	\perp	Î	1		_
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-take aptitude test	1	Ц		1				\coprod		1		_	Ц	<u>, </u>	Ц	4				\coprod		Ц	1			4	\coprod	1	Ц		\prod	\perp	igert	1	4			4
-basic knowledge of union and labor	1			1	Ц		Ц				Щ	17		1			\prod				\downarrow				Ŀ	\downarrow		\downarrow		_	\prod	$\downarrow \downarrow$	-		\downarrow	L		-
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-how to use job information and	2	1	\perp	1	\coprod	\perp		\coprod	1			1		\downarrow		\perp	\prod				\downarrow	Ц			\prod	4		+	\prod	1		$\downarrow \downarrow$	igert		4			4
counciling service			Ц		Ц				\perp					\perp	\prod	\perp		1		\prod	_	Ц			\coprod	\downarrow		\downarrow		1	\prod	\coprod	$\downarrow \downarrow$			1		
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CROSS REFERENCE

- CZ Citizoship
 Ec Economics
 EH Enotional Health
 EE Energy &
 Environment
 Exy Examination of
 Values
 FL, Family Living
- FA Fise Arts
 HR Human Relations
 OSP Occupational Selection
 & Preparation
 Con Communications
 LT Leisner Time
 CP Career Planning

- MA Mathematics
 SAT Science & Technology
 Soc Past, Present & Fature
 Society
 PEH Physical Education
 & Health
 Uol Use of Information
 UID Unidentified

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Fremont Unified School District	· ·					` #				,	•					r. ·		٠.)•	•				F	EQ	UEI	VC1	/ B Y	AT	TEI	VO.	LAC	EA	REI	1		: :		
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A PERSON LEAYING HIGH SCHOOL SHOULD BE ABLE TO	total frequency	tration			per			ton	n Hillview		n.	1					- Tue						,	,		San Jose	Valley							rings		e abb	See reviati below.	ions	
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Adminis	Student	Teacher	Unidenti	Irvington	Kennedy	Washing	Centery	. Hopkins	Roberts	Thornto	Alviso	Blacow	Brier	Cabrillo	Chadbou	Fremont	Genmoo	Green	Grimmer	Hirsch	Leitch	Mershall	Mattos	Mission	Monton	S S	Norris	Oliveria	Parkmon	Patterson	XX.	Warm Si	Warwick				
OCCUPATIONAL SELECTION & PREPARATION (continued)																				,						Ĭ.				T			П			· .		==:	1
4. Basic Secretarial (Office) Skills For	4	$\ \ $	1	-			Ţ		1		1			, }	-		-	H		-		7		M				T		T			П	T		$\overline{}$	_		1
All Fields)			i.								1				П			\prod	1					1		1		\parallel	Π			H	T				-	1
s. Know how to type (basic skills of typing	14	1	3	1 9		1	1 1	2	1	ŀ		1							\dagger	T			,		1					\top	#	\dagger	\parallel	\dagger	H	_	11		1
b: Know how to read	1	П	1					1	Ť	1		1		-		\dagger			H	-			†		†				†	+	+	4		+	$\dagger \dagger$		-	1 - 4	
c. Types with reasonable accuracy (30 wpm)	1	H,		1	$\dagger \dagger$	T		1	†	+		-		b	+		+	+	$\dagger \dagger$	+	H	H	\dagger		+	\parallel	+		$\dagger \dagger$	+	\forall	+	\parallel	+	H			 .	
d. Proper care for typewriter	1	Ħ	H	1			Ţ	1			-	1		1.		$\dagger \dagger$		1	\prod	\dagger	\dagger	\dagger	+		+		+		\dagger	\dagger	\prod	+	H	+	H		,		1
e. Touch method	3	Ħ	1	2		П	- 1	Ĭ.	1	a	Ħ	1	\dagger		+		\dagger	T					\dagger		+		\dagger	\dagger	$\dagger \dagger$	\dagger	H	+	\parallel	\dagger	H		<u>·</u>	<u> </u>	
f. Type a business letter (or personal)	3		П	3			1		1	1	11	\dagger			Ť			1	H			\parallel	1,00		-		+		\dagger	+	$\dagger \dagger$	+	\dagger	\forall	\dagger				ļ.
g. Know letter forms	2			2			V		T		1	1.			+	\dagger		†	\dagger			1,	1	H			+		Ħ	+	H			H	\dagger	,		-	1
h. Know proper forms	2	П		2			1		1	+	İ	+	H		1	H		+	\parallel	\parallel	+	1	,	$\dagger \dagger$	+		Ť	+	\dagger	+	H	+	T	H		-			ł
1. Set margins	1			1			1	П		1	Ħ						H	1		H	,		7	Ħ,	1.			+	$\dagger \dagger$	Ť	+	+	\dagger	H	\dagger				l
j. Set tabs	1	П		1			1		T	1							\dagger				\dagger	H		H,	T	 		+	\dagger	\dagger	+	+	\uparrow	H		_			l
k. Know basic format	ĺ			1			\dagger			١,		1	H		+		+	+		\dagger	1		+		1	\dagger		+	╁	+	H	\forall	+	H	+	-	<u>· · · · · · · · · · · · · · · · · · · </u>		
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m. Qualify for secretarial job	1				1		1			T			Ħ		Ť			+			+		+			+	H	\dagger		+		+	+	H	+	_			
5. Learn to File	3	1	ı	1	+	\prod	+			+	Ħ	Ħ	+	H	\dagger		\parallel	\dagger		H	+	1				+		+	H	+	+	1	+	H	+	,		ı	ŀ
a. Importance of being able to retrieve				1.	Ť	-	+		\dagger	+	††		1	$\dagger \dagger$	+		H		H	H	+	+	+	 	+			+	+	+	+	+	+	H	+				
filed information		+	\dagger		+	,	\dagger		\dagger	\dagger	+	H	+	+	+		\parallel	* .	\dagger	H	+	+	+	+	H	1.		+	+	+	+	+	+	H	+		.	- ;	
b. Lay but project in logical sequence to		+	$\dag \uparrow$	+	\dagger		+	\dagger	\parallel	\dagger	+	+	+	H	+	-	H	+	 	H	+	-	+	+	ļ	+	H	+	\dashv	+	\dashv	+	+	H	+				
reduce false starts	5-1	1		\parallel	+	+	+	+	-	+	+	H	+	H	+	+	-	+	+	H	+	\vdash	+	+	H	+	H	+	+	+	+	H	+	H	+				
reduce raise starts		1	Ц	11			Ш		Ш	L	LĿ	Ц		П		Ш	Ш			Ш	L	Ц	\prod			\perp	Ш		Ш		1	Ш	\perp	ഥ	L		,		

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CZ Citizenahip
Ec Economics
EH Emotional Health
EE Energy &
Environment
ExV Examination of
Values
FL Family Living

CROSS REFERENCE

FA Fine Arts
HR Human Relations
OSP. Occupational Selection
& Preparation
Con Communications
LT Leisure Time
CP Career Planning

MA Mathematics
S&T Science & Technology
Soc Past, Present & Future
Society
PEH Physical Education
& Health
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Fremont Unified School District			,					, .					:					·,		_	١.	l		QU	PM.	Y	YA	m	NO.	AN	CYA	Æ	A	· .
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A PERSON LEAVING HIGH SCHOOL BHOULD BE ABLE TO		٤					70	2 = 1		,		İ		$\cdot $		$\ $																		abbreviation below.
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BELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Student	Resident	America	Kenned	UPLESTAN.	Willer	Toolin.	Roberta	Thomas		Blacow	Brooky		Ourhan	Glenkle	Clent	Q.	Hectery	Hirse.	Welon	Martina	Millerd	Wieston	Mount	JO N	Service Officers		Pettore	Ę	Valle V	Š	,
OCCUPATIONAL SELECTION & PREPARATION (continued)												\prod																			2.			
8. Operate a Calculator	114	\coprod	\coprod	4					\coprod	1										1	1			1	Ц	1			1		$oxed{ig }$		Ц	SAT-15a
e. Understende symbols - cepabilities and	2	Ц	Ц	2	L		1	Ц	Ц	1					Ц		Ц			$ \downarrow$		\coprod		1								\downarrow	Ц	•
sequence	•	\coprod	\coprod		\coprod			\coprod	\coprod				\prod				\coprod					\coprod	1		Ц			\prod		\prod	<u> </u>		Ц	
b. Adding machines	2	\coprod	1	1	Ц		ı		\coprod	\coprod												\prod		¥		1	\coprod		1	\prod	Ш	1	\coprod	•
c. Computer technology (basic understanding)	1			1		.			<u> </u>					\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		Ц				,	1					ŀ		\coprod		\coprod	3	1		
g. Pamiliarity and use of business mechines	2			- 3							Ŀ										1					Ŀ			i		\perp	١,	·∐	· · ·
e. Miplicating machines	1			1		1						\coprod						. •											1		Ц			i e Propins
7. Shorthand (Optional)	2		1	1	1		i.		14	1						Ц		7				,				1					\coprod			
8. Enowledge of Tools of Trade (Identification	3			2		\coprod			Ц		1	,		1					1	1	ŀ				Ш				,		Ш		Ц	PI-6
and Hendling)		\parallel		Ц	\prod	Щ											\prod		Ц						Ц	\perp			Ţ.	Ц	\coprod		Ц	
9. Basic Mechanical Skills	2	1	Ц	1	Ц	Щ						ľ					Ц		1			\coprod	·L		Ц	1		\coprod	ĺ		\coprod	\perp	Ц	PL=6 UID=8b
e. Auto shop equipment	71.		<u> </u>	i	Ц	1 1			\coprod			\coprod	\prod			Ц	\coprod	1	\coprod								\coprod	Ц	_		\coprod			PL-6a BC-14
b. Electronic equipment and basic electricit		\coprod	\coprod	2		Щ	\perp	\coprod	\coprod	\coprod	\downarrow						\coprod	1	\coprod	1			_		\coprod	\perp		\coprod		\coprod		1	Ц	
c. Keypunch	1				\coprod				\coprod	\coprod	1	Ц			\parallel	\prod	\coprod			\prod					\prod	\downarrow	\coprod		ľ	\coprod	\coprod	1		
10. Read a Repair Manual	2 ,		Ц	2	\coprod	\coprod	\perp			\coprod			1	ŀ				1	\coprod	1		1	-		\prod			1		\prod	1	<u> </u> .		Pir6e .
11. Use of Simple Tools	1	1		\prod	\coprod	\coprod				\coprod		\prod	\prod			Ц	\coprod			\coprod		\coprod					\prod			\coprod	\coprod	\perp		Kc-11b VID-8b
s. How to fix small appliances	3		\coprod	2	Ц			1	\coprod			\coprod	1		,	\coprod	\coprod	_			<u>'</u>				.	\perp	\coprod	\coprod		\coprod	Ц	1	\coprod	P1-2b
12. Use of Wellow Pages	1 '	1									ŀ									\coprod					\prod						\coprod	1		1 ,
13. Proper Use of Power Tools	1	1							ľ				\prod											,		ŀ					\prod		П	71-25 VID-86
14. Basic Auto Repair	2	1		1	\prod			1		\prod				\prod				\int							\prod			\prod	•	\prod				Ec-14 PL-6a

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Enotional Health
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FA Fine Arts
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Fremont Unified School District				, ,		٠.,	٠,								ì		,				:		1	M	OU	P)C	. Y.	YA	П	NO.	AK	M A	M.	4		
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SELF AND INTERPERSONAL COMPETENCIES	total frequency	- Admiris	Student	Toecher	Unident	Investor	Mennedy	Westing	Centery	Homes	Roberts	Weiters	Azeved	Blacow	Brookve	Chechourn	Fremon	Gleinkler	Gornes		7	f f	Meloney	Mettos	Page	Mission	Money	2		Office	Settlemen	Rix	Velloo	Werwick		
OCCUPATIONAL SELECTION & PREPARATION (continued)									Ц	_						Ц								Ц									\perp			
15. Know Which Jobs Require Union Affiliation	1		ı		\coprod		1		1	•															ŀ	4									Soc-19, 164, 1	b_
16. Enow-What % of Check Goes to Union	1		1		\coprod		1		Ц			\coprod												·								\prod	brack L	П	CP-16c	_
					Ш															Ţ						\prod				Ţ	Π	\prod	T	\prod		
COMMUNICATIONS																								П	7						П	\prod	T	\prod		_
1. De Able to Read and Understand										†	П			1 1			ń.										1				Ħ	Ħ	T		CP-11b; DoI+ BoI-3o; CP-2	
a. Read past the tenth grade, level	3		2	1		i		1 ,							П			П	\prod	Ì	П			П	1	Ħ	1				Ħ	\prod	,	П	08P-4b; UoI- UoI-21j	
b. Leern how it will apply siter school	1		1			1	1		\prod	T		П	,	T			1			1		T				\prod					Π	\prod	T	Π	UID-4b	_
.c. Read & comprehend-at least 5th grade	4	П	ı	1 2		1	1 *					П			\prod			1			П	1	T	\prod	1		T	1			\prod	П		П	08P-4b	-
d. Be oble to read (minimum)	26	1	4	21	1	1 1	2 2	l,	T,			1	1,	1	\prod	1	1	1	Ť	Ť	ı	1	1 1	П	1	1	1	1	1	1	1	1	1	Ħ	08P-4b	_
e. Know the alphabet	8		ı	2 5			1	2		T		Ħ	1									1	1		1		T			1	T	[T			
f. Enow basic phonics (syllables)	. 24		2	22		1 1	2 1	ı					1	1	П		1	ı		Ť	Ī	1 1	1 1	1	1	í		1) 1	Ħ	l	1		•	-
g. Read at 12th grade level	10	П	1	9		1	1	1		T	ı	Ħ			П	1	1	1	Ħ	T	П	1					1			1	T	П		1	DBP-4b	=
h. Minimum of 60% comprehension	. 1			, 1							П	1		1			1	1		1	П				1						П	1			. 4	_
i. Vocabulery at 12th grade level .	i			l		Ħ	1		\prod	†			, ,		H	11	•	1	\prod	Ť				\prod	1		\dagger					\prod	T	Ħ	Neg :	٠.
.j. Read for pleasure	13			13			1			1	,					1	1	1		Ţ.		1 1		\prod	1	,		1	Ħ	•			1	1	LT-3e	ζ-
k. Comprehend what'is read (facts)	25	1	2	1 21		,	3		T,	1	,	1	1	1		1	1 1				T	1	1		1	,	†	1		1 1	1		1 1	Н	loI-la-g	_
1. Analyze for theme, conflict, resolut-	10		1 2	2 7		1	3 1			1			i	1		\parallel	1.			,		T			1					,	T		1	1		_
ion (abstract)					1						1				\prod						+	Ť		\prod	+		-				丌	$ \uparrow \rangle$	Ħ	\parallel		_
m. Understand directions (forms, instruction) 2	1	1 3	3 21	1	2 1	2 2	ì			1/1	1	1	+	 		1 1				1	1	1			1			1	1	1.	-	1	1		-
n. A newspaper, bible, magazine, novel	14	\vdash	2	11	1	1	1	1 1	††	1	1 1		\dagger	+			\dagger	1		\dagger		1 .	+	Ħ,	1	1	+	1	$\dagger \dagger$	\parallel		\parallel	H	┢	iol-la-r	_

CROSS REFERENCE

CZ Citizenably
Ex Economics
EH Enotional Health
EE Energy &
Ebvironment
Ex Examination of
Values
FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Leisure Time
CP Carest Planning

MA Mathematics
S&T Science & Technology
Soc Past, Present & Fature
Society
PEH Physical Education
& Health
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Fremont Unified School District	. •	_	<u>.</u>								ĕ —⊣	_	,								· ·	A			NC.	781	AI	TEN	DA —	HC —	EA	IEA T	_		_
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	total	Iministration	udent	echer . sident	identified · nericen	frigton	setion Sen Jose	Wierwood Lifthylow	policine	bertion	afters	Vec	BCOW	ookvale	nedbourne	nemont	ankder 1	omet.	ammer	sciende	htch	aloney	attos	Merd teston Sen Jose	lesion Valley	fee		Oliveria	srkmont	rtterson		arm Springs	anwick	See abbreviation below.	m
SELF AND INTERPERSONAL COMPETENCIES	frequency	1	Š	- 6	图	<u> </u>	Σ3	3	XŤ:	Ĭ	3	₹ ₹	ōō	ē	J 🖸	ÓΣ	ठए	Ŏ	30	Ĭ	נו	ΣΣ	Σ	ΣΣ	Σ	Ž	ŽŽ	ŌĊ	Ĕ	Q EX	E.	3	1	,	_
MUNICATIONS (continued)		\prod																								ľ				I				,	
o. A job application	3	П	1	1	l			П	,	\prod											1							1							
p. Speed reading (akin)	3			3			П	П	1	П				П	,1		Π.				1		П			\prod			П	$\cdot $				1.7	
q. Retention (information)	4			1	Ţ			Ħ		11	T	1		П	П			П			1		П			П				T	П	1			_
r: Signs	3	1		1	7		1			\prod			1			\uparrow		П			П		П		1	П			П	Ī	П			: ,	
s. Tost skills	2	П	1										1					П					Ĭ.	1	-				П	T			ַט	ID-9	
t. Aloud as a tool for comprehension	3			1		8		П				1			П	1							П		1					$oxed{T}$			ı		
u. Analyze for origin of words	2	П		1	T	1		П			-	1					ì	П											\prod						
v. Stimulate interest (Classic literature) 6			2	ī	4		П		$\cdot \ $														[.	. [7 A					
w. Cames	1	П							1			T	T	П	П	П							Ţ					٥		Ţ.	ĺ			i-le	
x. Warranty, ballot, contracts	3		1	1	1		l			\prod			ŀ	,				7			П		ı					1.000	*	I			77	اکر	
y. At 6th grade level	1			1			1								П			Ī,												I					
. z. Able to spell	35	1	1	4 26	1	2 3	1 2	1 1		ı		1	ı	ı		ı l	ı		ı	1		1	1	1	1 1	1	1	1 1	ı	1	1		1		
, -Prefix and suffix /	1	П			1				\prod				Ī,	Į,								1	ľ		-					T					
-Word origins	1				٥						\prod		T	Į,	П												þ		\prod	\prod		$oxed{ }$			_
-When to use capitals	2 .									\prod								١									F	1		\prod				,	
2. Oral Communications				·						\prod			1			,		,				Ţ.			Į.					I					_
a. Able to express ideas		,	1	5 30	2	3 3	2 3	ı	1	\prod]4	11	ı	ı	1		1]	ı	1		1 1	ı]ı	ı	ı	1		1 1	1 1	ı	1	1	Ex	Y-7e,g	
b. Organize thoughts	24	,	1 2	5 15		1 4	1 3	1		\prod	1	1	l			1				1 1			1	ı	ı	1					.1	1			
c. Speak clearly (enunciate)	22		3	4 13	ı	2 2	1 2	2				ı	P		П	•	1		1			1	ı		ı			ŀ		ı		1	1		
d. Master and use fundamentals of English	20 #		71	1 10	П	-+-	2 2	-	П	1,1	1	11	1	í	П		T	\prod		1	П	1	1 1	\prod	T	Ţ	П	٦,	Π	T		-	1		

- MA Mathematics
 SAT Science & Technology
 Soc Pant, Present & Future
 Society
 PEH Physical Education
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Skills Assessment

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Fremont Unified School District	.4		AN TH	reve Y êr	NEY () And u	I	Si	ı. H	lgh			lı. İ	ligh			E		ntor	1			_	,	_)			_	-	,	· T	,				,			I	COQUE E PORTUGO	101
A PERSON LEAVING HIGH SCHOOL SHOULD SE ABLE TO		stration	92		it.	an	c	Sen loss	gton	ton Hillwine	9		50.5	3		9		are.	Sume			201		100		,			San Jone	Valley					Ę	s s	Mills	Springs		See abbreviation below.	ns
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Busine	Teacher	Residen	Americ	invingto	Mission	Washin	William	Hooking	Horner	Robert	Walter	Alviso	Blacon	Brier		Chadb.	Fremor	Glankle	Gomes	Green	Grimm	Hirach	Leitch	Marsh	Mattos	Mission	Mission	Kilber	Note	Norris	O So So So	Parkme	Reynol	Rix Vallejo Milks	Warm	Warwk	1 -	
COMMUNICATIONS (continued)									·											ŀ																			$oxed{L}$		
e. Speak effectively (creativity).	27		5	4	17	1	2	4 1	2	2				1	1	1	ŀ	ı	1			1			ı			ı		1	1		1	1		Ц	1				
f. Be a good listener (comprehend effective)	30 •	1	4	2	23		3	1 1	1	2	1			1	1	ı	1	1		1 1		1	1	1 1	ı		1 1		l	1			1	1			1	1			
g. Develop good vocabulary (synonyms,	24		3	4	16;	1	3	2 1	2		1		1			ı		ı	1				1	1		1	ı	1						i		∐	1	1			
antonyms, meanings)								1														1													\perp	\prod				,	
h. Speak without anger (calmly)	7		l		6			1	١	ļ												•	1	1	1		1	<u></u>					ľ						Ex	tV-7L	
i. Have eye contact (minimum gestures)	6		l		5	1	1			1		,															1 1							1							
j. Public speaking	19	ì	1 2	2	13	2	1		1	2							ı	1	1			1				ı				1	l		1	1	1			1			
k. Establish common ground (understand)	6		, 1	h	4				2								1										1			1										Ĭ.	
1. Meet people at their level (empathy)	. 9	ľ	1 1	1	6,		1	1	1						j					1				,			1				. 1									V-1h• :-2j	
m. Knowledge of some experience	3		i	1	ı	l,			1						1																										
n. Stating opinions	• n		1	4	6	1	٤	2 1	2						1		ì											1						1							
o., Know how to be assertive	2		l	1				2									٠.										-			-											
p. Be confident (gain)	15		3	2	10	1	2	2 1	1	ì					1					1					1			1		1]	1					ı			
q. Give directions	2			ı	1				1	,											1																	1			
r. Steer away from "heated" conversations	1		1				j	1													'																				
s. Have an open mind	7		1		6		1	1							1		ı			1				ŀ			1	1										1	HR	2 -2e,f,j,o	
t. Have telephone conversations (etiquette)	. 5			2	3	j		1	ı				1					ı				*	1]								Uo:	I-10a-j	,
u. Learn to debate (individually & public)	7		1 1	1	4		2	ì									i										1											1	cz-	-3d	
v. Show Tylendliness, thoughtfulness,		\prod																	٢		\int				, s														cz.	-3g	
courtesy						Ø				I			ļ		\int						\int																\prod				
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CROSS REFERENCE

CZ Citizenship
Ec Economica
EH Enotional Health
EE Energy &
Environment
ExY Ensulantion of
Values
FL Family Living

FA Fine Arts
HR Human Relations
CSP Occupational Selection
& Preparation
Con Communications
LT Letisure Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Soc Past, Present & Feature
Society
PEN Physical Education
& Health
Uol Use of Information
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A PERSON LEAVING MICH SCHOOL SHOULD DE ABLE TO	•	stration			ffeed	5		Sten Jose	On Hilbridge		S	5			,	1	Lime	e (o.			1		X			Valer						000		Mile	Springs	abbre	ice viations low.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Teacher	Unident	America	Kenned			Hopkin	HOTTE	Thornt	AWA	Azeved	Brier	Brooks	30	Durber	Glando	Glenmo		Grimm		1		Mettos	Millerd	Witton	Mowry	2 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Norrie	Olyana	Parten	Patters	River	Value	Werm		
COMMUNICATIONS (continued)					\prod																											·				ů			
-factful, accept criticism, other	7		1 2		1		1	1	1				l	1							_		1_		ı										ŀ			RH-1-9	-
opinions				\prod												\coprod																		\coprod					
w. Job interview	4						\prod					\prod	Ŀ		ŀ	1						Į.				\prod			\prod				1			\coprod	1	CZ-3c;	СР
x. Grel reports, reciting (poems)	3				3																			1										Ц		Ц	1		
y. Avoid slang (knowledge of)	3.		1		8	ŕ																				1	·		,									<u> </u>	
2. Recognise non-verbal feelings, gestures	3	4	1		2			1	2																								ŀ			\coprod			
3. Able to Use Correct Grander						J	Ц																L		•								1	\coprod		Ц			. •
a. Sentence Structure (subject, verb,	31	1	1 3	5	1	3 2	1	2 3	1		_			1		j			l	-	ı	,	1	1	1						∐	1	1 1		ļ		ļ		
adjective, object, etc.)						ŀ	Ц																L									Ц	\perp	\prod	\downarrow	\coprod			
b. Punctuation (comma) period, ?,*,*,*, etc.	29.	1	1	3		1	1	1 2		1	;	1		1	\perp	ı	6 6 1		l	Ц	1	$oxed{\Box}$	\downarrow	1	1	1	1	1	1	1	1	1	1 1	Ц	\downarrow	Ц	1 1		
c. Usages of parts of speech	16	Ц	ı	1		1	4	1	<u>H</u>		_	1	ļ	1	1			Ц	ŀ		1			Ц	\downarrow	Ц)		1	1	1	1	<u> </u>	\coprod	ļ	\coprod	1		
(Writing complete sentences (simple,	17	Ц	1 1	2		2 1	1	1	Ų,	Ц	_	\coprod				1			1	1	1				1				ı		山	\prod	1	\coprod	1	\coprod	1		
compound)		\prod	1		Ц	\downarrow			Ц		-	\coprod						4			\perp	4	1		1	11						4	1			\coprod	1		#
e. Proper English	8		11	1	44	1	\coprod	1 1	\sqcup	$\prod_{i=1}^{n}$	\downarrow	\coprod	ŀ		\perp	1	_	1	4	1	ŀ	4	1		+	\prod	4			4	\coprod	4	1	Ц	7	\coprod	1		
f. Use foreign language structure to	1	ig	\perp		1	\downarrow	\coprod		\coprod	\prod	+	\coprod	$\ $		\bot	\coprod	4	\prod	$\downarrow \downarrow$	$\downarrow \downarrow$	\coprod	4	-	1	1					\downarrow		\dashv	1	\coprod	1	\prod	+		
teach English grammer		\coprod			\parallel	1	\prod		\coprod	Ц	4	\coprod	\parallel	-	\coprod		\downarrow		$\downarrow \downarrow$	4	<u> </u>	-	1	Ц	_	\coprod	-			1		+	\downarrow	\coprod	<u> </u>	\coprod	+		
4. Have Good Penmanship		\prod	+		\coprod	1	\prod		\coprod	Ц	\downarrow				\parallel	4	H		\coprod		Ц	4	+		+	\prod		-		1	\prod	- -	_	\coprod	+	\prod	+		
a. Legibility (penmanahip)	24	1	1	4]	4	1 2	1	2	\coprod	1	1 1	1	Щ	1	Ц	1 1	L	1	Ľ	4	H	-	<u> </u>	\coprod	1 1	\prod	1 1	-		1	1	+	1	-	ļ		1	-	
b. Practice pennanship	5	1	_		\prod	\downarrow	\prod		\coprod		1			1	\coprod	\sqcup	igert		\parallel	1			1		1		4			\downarrow		4	1	\prod	1	\coprod			-
c. Proper placement of paper	. 3	Ц			3		Ц	,					L	4		l							ľ		ı							1	L	l	L	Ц	1		<u> </u>

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CZ Citizenabip
Ec Ecosonics
EH Emotional Health
EE Energy &
Environment
Ex V Reanisation of
Values
PL Family Living

CROSS REFERENCE

FA Fine Arts*
HI Human Relations
OSP Occupational Selection
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LT Lalawe Time
CP Career Planning

MA Mathematica
SAT Science & Technology
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PEM Physical Education
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Fremont Unified School District	÷ • '	_	,			,		<u>. </u>										,			1	١	A	ura	UEA	CY	87	ATT	TEN	DAI	NÇI	A	NEA				<u>.</u>
HEIRAR WHIRE SCHOOL DIRECT	. !		ANNA PIPE	desp.		S	, Hi	jh '		Jr., H	lgh		.[om (entar	γ • •	· · ·		,		,		•			٠,		٠.,	1						200071	-	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	•	stration		,	Per		San Jose	on Hillyley			on n				e)a	urne -	1				15				Sen Jose	, enex				Ŧ	S in	•	Springs		Se abbrev bel	iatione	
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Tescher	Unidentific	invincto	Mission	William	Hooking	Horner	Thornto	A Value	Azevada	Brier	Groots	Chadbo	Fremon	Glankler Glanmoo	Gormes	Grimme	Tagina.	Luiteh	Mershel	Mettos	Mission	Moury	Nine	Norris	Office	Parkmo	Reynold	Rix	Werm	Warwic	•	<i>:</i>	
MANUNICATIONS (continued)		П							.			T	·		Ī			,		·																	2
d. Use good posture	2			1								۲			Ī,														1								_
e. Hold writing utensil properly	3	\prod		3					·						1								1					\prod	1								
f. Form letters properly (cursive)	9	\prod	1	2 6	1		1	1			1					П					1			ĭ	J,				1					,			
g. Neathess of paper	4				1			Ţ		\prod		1	ı	\prod	1																						
h. Proper pencil size	1			1	1							T			1			1			1	П		1			1					1	\prod	1			
i. Write or print properly	4		2		1			2				T							Π.		T						1									4.15	•
j. Filling out forms	1			ì			\prod										1	•			1,														• "		
5. How to Communicate in Writing					Ī		\prod					Ī										П									П	Ţ,	П				
a. Write expressively (logically)(English)	20		3 4	12	1	1	2	3 1		ı	1		1		ı		1	1	П				,	1 .	ı',		Ī	ļ				;/					
b. How to make an outline	ı, 9		2	2 3	L	2	2 1		1				1		T		<i>"</i>				T			,				1									
c. How to phase paragraphs	7		1 3	3 3		AL I	2		1								,			•	T,						1					i.					
d. How to write a composition	5	l		2	Ī	2	ı [ˈ									·							<u> </u>						i.]		, d	i ir	
e. Put a complete thought on paper	7		[]i	,			2						1				1				7,1	7.		i	1			,đ	1	Ţ		.4	1				
f. Write a business letter	21	î	1 2	16	1 1	1	1 3		1		1		-1		1 1			1 1						1	1			1		1 1			1	CP-	lg		
g Write a personal letter	17	1	1	15	l		2		1		1				1 1			1 1						1	1			1		1 1		ì					
h. Organize thoughts (time)	.3		\prod	3		ŗ	1	1	4,	مانز		, j	ŀ																1			I					
i. Get to the point (succinct)	4			1	į		1	\prod		,		\int																		7	u		1				
j. Pase Emplish department proficiency test	1	م م	l				1	\prod				\int																ŀ								• ′ ,	
k. Write a resume'	6	Į.	1	•		1	1				1.			ı				1		1					1									CP-	2	. ,	1
1. Use immenation and creativity	6		l	1	Γ	1	П	\prod	1					1		1		1		[.]	1		7	T	,	\prod	ŀ			1	T,	,	П	ι			

CZ Citizenship
Ec Economics
EH Enotional Health
EE Energy &
Environment
ExV Examination of
Value
FL Family Living

FA Fine Arts
HR Human Relations
OSP Occupational Selection
- & Preparation
Con Communications
LT Leisure Time
CP Career Planelag

CROSS REFERENCE

MA Mathematics SAT Science & Tachaology Soc Past, Present & Fatne Society PEM Physical Education & Health Uol Use of Information UD Unidentified

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Skills Assessment

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Fremont Unified School District					T	Sr.	High	1	Ī	r. N	ph .		1	leas	ater	,									,			,	-	,	<u> </u>		, ,	\perp	CAROLI FAL	
A PERSON LEAVING MIGH SCHOOL SHOULD BE ABLE TO		stration			Dec C	6 >	Sen Jose	on Hilliam			5					Surne		301			8				Sen Jose	, Veney	•			ont	58		Springs	*	.8e abbrevi beld	istions
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Residen		Kenned	23	- Willer		House	Thorns	¥ *	V.				T.		E O	E		5	Marie	X	M	Mounty	2	No.		Perton	-	P	X.	Web.		
COMMUNICATIONS (continued)	1					,		\prod									\coprod						Ц		Ц						Ŀ		\coprod	<u> </u>		
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n. Address an envelope (return)	2	\prod	\prod					\prod	1											\prod		Ц					<u> </u>			1	_	Ц	\coprod		• .	,
(report) O. Write a term (research) paper (bessy)	7			1	1				ı		ı	3			l		Ц	1		\coprod				Ц	Ц			1	oxed	\prod	_	Ц	1	\downarrow		
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-bibliography	3						Ц		1	Ц	4	1	Ц	\coprod			\coprod	\prod			ļ		$\downarrow \downarrow$		4	\prod		1.			<u> </u>	igert		1	<u>-</u> ;r	<u> </u>
p. Take notes (important points)	3		1		Ŀ			Ц						\coprod	×		Ц	4	vi	\prod	ļ		Ц	_	\coprod	\coprod		Ц			\coprod	4	Į)	-	•	
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q. Proper format for intent	5	Ц			ľ	1	1	\coprod			Ц	\downarrow		\prod	4			\downarrow		Ц	_			1	\prod	$\downarrow \downarrow$		H	4	4	\coprod	-	\coprod	\downarrow	,	
-title and address, heading, etc.	5		1		Ц	1	3	\coprod		Ц	Ц	1	\prod		_	Ц	\coprod	\perp	1	\prod	\downarrow	Ц	\prod	_	\prod	$\downarrow \mid$	4	H	4	4	$\downarrow \downarrow$	dash	\coprod	ļ		
r. Write end read shorthand	1	\coprod	i	\coprod	1			\coprod		'	Ц	1	Ц	\coprod			\prod	$\downarrow \downarrow$	\downarrow	\prod	1	4	\downarrow	1	\prod	\coprod	4	H	1	H	$\downarrow \downarrow$	$oxed{+}$		╀		, þ.
s. Write and read longhand	1	\coprod	1	$\perp \mid$	1			Ц	1	Ц	\coprod	\downarrow	\coprod	\coprod	\downarrow			\downarrow	4	\coprod	_	H	$\frac{1}{1}$	+	$\frac{1}{1}$	\coprod	\downarrow	H	_	H	$\downarrow \downarrow$	H	H	Tu)CASI	
6. Logical Inquiry	<u> </u>	Ц	\prod	Ц	Ц			Ц	1	\coprod		1	\coprod	\coprod	1		\coprod		1	Ц	,	H	\coprod	1		4	1	H	+	H	\coprod	\dashv	1		-4e	
a. Identify the problem	1		\prod	Щ	Ц	4	ļļ		L		\prod	1	\coprod	\coprod	<u>.</u>		\prod		1		7	7			H		-	\mathbb{H}	-	H	\coprod	\dashv		Ł	.,	
b. Breinstore possible solutions	1	\coprod		1		1	ļļ:		1	\prod	\prod	1	\prod	\coprod	1	-		+	\coprod	\coprod	1,		\prod	1	H	H		H	4	${f H}$	\dashv	$\!$	igwedge	+		
c. Discuss solutions in detail	1	\coprod	\prod		4		ļļ:	\coprod	1			\downarrow	\coprod	\coprod	\downarrow	-	\coprod	\coprod	otag	\prod	+	H	\dashv	+	H	\dashv	1	H	4	-	$ \downarrow \mid $	\dashv	₩	+		
d. Identify solution most likely to work	i			\coprod	Щ	\downarrow		\coprod	1	1	\coprod	1	H	\prod	+	-	\prod	\downarrow	\coprod	\coprod	\downarrow	\prod	\prod	4		$\downarrow \downarrow$	4	\prod	+	-	\dashv	+	ig	╀		
e. Carry through plan of action	. 1			\coprod	$\downarrow \downarrow$	1	ĮĮ:	\coprod	1	\coprod	\sqcup	4	\coprod	\coprod	4,	\coprod	\prod	\downarrow	igert	\coprod	+	\coprod	\coprod	+	H	H	4	L	+	${f H}$	otag	${f H}$	$\!$	╀	-,	
f. Evaluate, and make changes	1	\coprod		4	\coprod		ļļ	\prod	1	\parallel	Ľ	1	\prod		1	\coprod	\prod	4	H	\dashv	1	\parallel	\coprod	4	\coprod	\parallel	4	$\ $	+	H	$\downarrow \downarrow$	\dashv	ig	╀	•	· .
g. Ask questions	4			1		l	1				\prod	1					1	1				Ц			Ц			,	\perp		لا	Ц		L		

CZ Citizenahly
Ec Economics
EM Smottenson Health
ER Energy &
Environment
ExV Emmination of
Values
FL Family Living

FA Fine Arts
IR Humas Relations
OSP Occupational Selection
The Propagation
Can Communications
LT Leitupe Time
CP Caseer Planning

MA Methematics SAT Science & Technology Sec Past, Present & Fature Seciety PEH Physical Education & Nosith Uni Use of Information UD Unidentified



Fremont Unified School District	ě.			`					•		_			,									Ì			WC	78	YA	TH	10/	W	N E	M	4		
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SELF AND INTERPERSONAL COMPETENCIES	total	Admine	Student	Resident	Variation	-	Mission	Weeting		Homer	Robertso	Welvers	Alveo	Blacow	Brookval	Cath	Control	Gleratier	Glennoo	Cum	Hackery	1	Medoring	Mettos	Parameter	Mission	Nether		S. C.	Partmon	Partiers	Rix		Warmick	· ·	
COMMUNICATIONS (continued)	.=\									Ī					Ţ														Ħ	T			,	Ħ		
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h. Listen to what other person says	/ ₃ 4			1 2			1			T		1				П						1	П		1			N) ,
i. Enow when to argus	. 1			. 4			[']	1				\prod												7,	1							\prod			H-1-9	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
-elements of fair fighting	1	,		1																		1		1	1		1.	1	\parallel					H		-
J. Report facts as witnessed	1		ı]	,		ľ					1				1			7						Ī	П		\top		T	$ \uparrow \rangle$	-	
-write important points down in	1		.									\prod												\prod					П	П	Ť					
understandable language										Γ												Ţ	,						П				+			
7. Know a Foreign Languaga						ŀ												T.				1		1	1	,		1		\prod	\top	П	1	T		
s. Can say a few simple sentences	5			1	Ţ		1	Ϊ,														ı			1			T		П	T		1	١,	X-6	, .
(familiar with)									П			\prod	Ī	1							2	1								П	1		ľ			
-two years minimum	1						I													1		1	Ī	\prod	T	1	Ħ		\sqcap	П	7		П	T		
b. Able to compare differences to English	2				Ì		i	ľ	[,]			I		П										П		1			T	Ħ	†	П	Ħ	T		_
c. Aware of other languages	2			2	\prod							1								•	T,			Ħ		T		П	Ħ.	П			Ħ	1		
d. Aware English in minority	1						ŀ								\prod					T	T,								Π	П			\prod	T		,
e. Know own language first	1							V			Ţ,	J				·					ļ,					1	П	П	1	\prod	\parallel			+		
w f. Stress job opportunities with foreign	3			1		·]				ı	1									\prod	1	T	\prod		1				1	\parallel			1		
language skill (sdvantages)													ŀ		·					T			1	\prod	\parallel			\prod	\top	T	\parallel			1		
g. Foreign speaking students must master	,1			\prod			ì							1		\prod		П	\prod			1						\prod						1		
English first	4	Ţ,	П					T			T				\prod	11	1	T				1	1			T	\parallel	\prod		1	+	+	††	+	,	

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CZ Citisenship
Ec Economics
EM Emotional Health
EE Energy &
Environment
ExV Examination of
Values
Fl. Panily Living

FA Fine Arts
HR Homan Belgrinay
OSP Occupational Selection
a Preparation
Con Communications
LT Leisure Time
CP Casees Planning

MA Mathematics
SAT Science & Technology
Soc Past, Present & Future
Society
PRH Physical Education
& Health
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Fremont Unified School District				7		ı	e. H	ø,	_	Jr.						y (+	1 1	··	-		T 1	·,		T 7	_	· ·	T 1	_	_	11		****	
A PENSON LEAVING MIGH SCHOOL SHOULD BY ABLE TO	•	stration				Éc	A				S					Mine	E 94												*	T &		1000	Springs	abbe	See rriation slow.
SELF AND INTERPERSONAL COMPETENCIES	total (maquene)	į						*								O.						444				1		9	8			Vere		٠	•
CHECKTICATIONS (continued)	,F1										•									\prod									Ì				,		,
h. Di-emphaeine Latin	1				\prod				\prod			\coprod	Ц							\prod	Ц	1	\coprod				\downarrow	Ц	\prod		_	\coprod	_		
1. Use compensational approach	1				\prod	\prod						\coprod	\coprod			\prod	\prod	\downarrow	\coprod	\coprod	Ц	1	\coprod	\downarrow	\downarrow	Ц	1		\coprod	Щ	_	\coprod	1		
1. They beste sign leaguege		\prod	Ĺ		\prod				\coprod	1	\prod				Ц,	\coprod	\prod		\coprod	\prod	Ц	\downarrow	\coprod		1	\coprod	\downarrow		\prod	\coprod	1	\coprod			
k. Able to speak a foreign language	4	\prod			\coprod		1		\prod	ļ		\prod	IJ			\prod	\prod			\prod						Ц			\coprod	Ш		\coprod			
1. Able to communicate by braille	1				\prod	\prod			\prod			\prod				Ц	\prod				\coprod		\prod		•	\prod			\prod	\coprod	\perp	\prod	\coprod		٠.
n Different forms of greamer	ı]							1		١,				0			Ц											<u> </u>	\prod	\coprod	• T	
u. How to rend, write, speak second	1						1		Ц	Ė							\prod									Ц		ŀ		\coprod				- 5	
jestatte							1.					ļ,			_			ı				•					1	ľ		Ш				•	
o. Buor history of second language country	1						1 ^				ı							;	•													\coprod			
p. More geography of the country	1			Į			4			;				Ш							\prod		\prod												
4. Dow the accestory system	1	\prod				\coprod	1		Ц	Ц		Ц	Ц									1	Ц	Ц	$oxed{}$					\coprod					
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due the		\prod	\coprod					<u>II</u>	1	Ĺ				\coprod	Ł		\prod	\coprod			Ц	1	ĮĮ.		\perp	Ц					1	1	\coprod		
I. Race Ros to Organiza Time	13		1	3 7		\prod	1	3 1	\prod	\coprod	1			\coprod	1		\coprod	Ц	1	1	\coprod	\perp	\coprod	\coprod	1	\coprod		1	\prod	\coprod			Ц	CP-151	
2. Now to Study	1					\prod	Ţ		\prod	\coprod			\prod	ŀ			\coprod		<u> </u>		\coprod	\perp	\coprod	Ц	\perp	Ц			\coprod	\coprod	\perp		\coprod	0 01-11	1-1
3. Aware of Leigure Time Activities	5' }	\prod		1 4		4		1	\coprod				Ц		.	1	\coprod				\coprod	\downarrow	\prod	Ц	\downarrow				\coprod	\coprod	_	\coprod	\parallel		١
e, Culture erts	3	1		3		Ц			\prod		1					Ц.							\coprod						\prod	\coprod	1		\parallel	PA-3q+	
b. Crefts and arts	5	\coprod	\prod	2 3		\coprod	4	1	\coprod	Ц			\coprod	Ц		Ц.	\coprod	\perp		\coprod	Ц		Ц	Ц	1		Ц	1	\coprod	1	\perp	\prod_{i}	Ш	M-Jq	
c. Team vs singular sports	7		1	1 4	\parallel	\coprod	1	1 1	\coprod	\coprod	1			\coprod	_		\coprod			\coprod	\coprod	1	\coprod	Ц	1		Ц		\coprod	\coprod	ı`		\coprod		
d. Nobbies	6	 	1	1 3		\prod	4	1 1		\prod								$\ \ $													1	[.]		m-vi-	d



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Skille Augument

Fremont Unified School District					A STATE	PREQUENCY BY ATTER	IDANCE AREA	
rremont united school district		Productive (1)	Sr. High Jr. Hig	hElementary				CHOOS TANTANDICS
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration s	Property of the control of the contr	an an an an an an an an an an an an an a		Matordy Marshall Marshall Mattee Mission San Jose Mission Valley Mowry Niles Nolles Nolles Nolles	m B B Mills Springs	See abbreviations below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini Busines Studen Teache Residen	America (Mission (Mission Washin William Center Horwar Roberts	Maiters Azerad Blacow Brier Brier Cabrillo Chadlo	Glankle Glankle Glenme Gomes Green Green Grimme Hissien	Marsha Marsha Marsha Millard Mission Mowry Niles Nowry Nowry	Parking Parking Rix Vallejo Warm	
LEISURE TIME (continued)								ł
e. Pleasure reading	-3	3	<u> </u>	1 .		1		PA-7b;Com-1j
f. Gardening	i	1						LT-11;FL-2b
4. Know What's Important to Yourgelf	3	1 2		1				4.4
a. Set priorities	2	2		1,	1			
b. Know there is a time and place for	2 3	2		1	1			
leisure time								
c. How to relax, and have fun	4	1 3	1		1 1 1			ц
d. Self confidence (creative imagination)	2	, 2			1			V V V
e. Realizing personal limits	1	1.						
f. Self acceptance (personal character)	2	2						EB EB
g. Volunteering your time	2	2		- 1	1	1		1
h. Helping others	1	1			1 1			
5. Community Assistance and Values and Rewards	2	2			1 1			
6. Aware of Various Recreation Media	4	1 3 1	1		1			
7. Entertainment	2	1 1			1			FA-3a,b,c
a. Operas	1	i						
b. Museums and art galleries o	2	2			,1			
c. Theaters of the s	1:						 	PA-3a,c
d. Ballet	1						╎┝ ┼┼┽┼┼┼	FA-3k
e. Concerts	1	1			1		┤┤ ┤ ┡ ┤┼┢╂	PA-3
						CROSS REFERENCE		261

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CZ Citizenship
Ec Economics
EE Conomics
EE Control Health
EE Control Research
Ex Exagination of
Values
PL Family Living

FA Fine Arte
MR Human Relations
OSP Occupational Selection
& Preparation
Com (communications
LT Leisure Time
CP Career Planning

Mathematics
All Schwiger & Technology
Soc Past, Present & Future
Society.
PEH-Rhysical Education
& Health
Use of Information
UID Unidentified

Skills Assessment

Fremont Unified School District					· ·}	2.12	\		•			2	nente	·	4			, v	. ;			is Ul	ICI	<u>_</u>	ATI				are/	1	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO SELF AND INTERPERSONAL COMPETENCIES	total frequency	Administration	tudent	escher Geident	Vmerican	S. Apeure			oberteon	•	١.	_	, ,	-	remont	Glenmoor		Lactenda	Unech	Alorey	Aettos	Alesion Sen Jose	Aleston Valley		Aprile	HIVEO	arkimont attended	Merrode.	/ellejo Mille Verm Springs	Varovick	See serviation below.
LEISURE TIME (continued)		H	= V)															9												1	
8. Recreation	1	\prod		1	Ħ	+	•	\parallel			1		11	П	\prod	$\dagger \dagger$	1	,				1	1				1	1			
a. Pirka	1	T		1		\prod			T				1.		\prod		1	T					- i			\parallel					
b. Camping	2	1		1	П	\prod	\prod	\prod				I]				1						1					1	Π		
c. Sports - participating and spectator	2		1	1		ļ							1				1	Į.					1				+				
d. Bobby skills	2		#	2		l				$\ $			1	\prod			††	Y L		\parallel			1				1	\parallel		PA-5	b
9. Be Able to Man a Trip	2	$\ \cdot\ $	\prod	2	T						\parallel		$\dagger \dagger$		#	\parallel		1			H		1		\prod		1			80C- UoI-	2 b 11a-q
a. Rend a map	1		-	1		\prod		H								\prod	1	1			\prod		1				1			Soc-	
b. Budget a trip	1		\parallel	1					. 0					H	\prod			1			\prod		1.	1				$\ $		Ec-2	
c. Determine time off	1			1		\prod			Ţ				Π			Ħ		1									1	T	Ti-		
d. Make reservations			\prod	1								1					\prod	1								\prod	1		\prod		
e. Make an itimerary				ı	[]											T.		1						•		\prod		T	П	•	
f. How to read a tour guide	2	\prod	1	1		\prod	Į.į				,							,		-						\prod	Ī				
g. Know customs requirements	1			1														1		1	1										
b. Know how to apply for a visa	1			1								,						ı	١.						$ \cdot $				\prod		,
10. Develop Music and Art Appreciation	1		\prod	1	\prod													1											\prod	PA-3	
11. Know Elements of Gardening	1			1											[/]					l l					<u>'</u> .			ŀ		LT-31	(;Fl-,2b
a. Know soil types	1			1							\prod									1	1			۵							
b. Inow soil preparation	1			1																	ı			1							
c. Know effects of insecticides and	1	\prod		ı																	1	J.				,				RE; 1	ri-3n
fertilizers	,							4	\prod					1		[]	ŀ				\prod			1							

- CZ Citizenship
 Ec Econohics
 EH Enotional Health
 EE Energy &
 Ervironment
 ExV Examination of

- FA Fine Arta
 HR Human Relations
 OSP Occupational Selection
 A Preparation
 Con Communications
- LT Leigure Time CP Casser Planni
- MA Mathematics
 SAT Science & Technology
 Soc Pair, Present & Feure
 Society
 PEH Physical Education
 & Health
 Unil Line of Information
 UID Unidentified



Skills Accument

Fremont Unified School District	•	_	٠	1		•						:	. ,	•	4	•	· ·		ris.			FR	POU	EŅ	CY	BYA	17	ENC	AN	Œ/	WE	4		
Tenon united school district			nerel Derel	457 A7	1	Sr. H	igh		Ĵi.	High		· · · [ione	ater		•	· · ·	. i . i			•		•	•	7			-1	_			1 :	CHICAS T ANTINONS	
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		Administration		T. Carolina	-	Sen 1/2	NOT.			on .					nrne		OF.							San Jose Valley			-		- C	/A /	Aille	agining.	See Subbreviation Selow.	8
SELF AND INTERPERSONAL COMPETENCIES	frequency	Admin	Student	Residen	America	Kenned	Weshirk	Centery	Horner	Thornto	SAN PARTIES	Azeved	Brier	Cabrillo	Chadbo Durham	Glenkler	Genmo	Green	Grimme	Hirach	Leitch Malone	-Morshall	Millard	Mission	Mowry	S TOZ	Nomis		Patterso	Beynold	Vallego	Warwich	,	
LEISURE TIME (continued)									î.					*		•			•					-			, [
d. Know the elementary elements of garden	1			1]								8	1			_
leyquts	•													•	,						,		N			•								
12. Libraries	i			1				\prod					1					,						1			1		П			1	PA-3m; CZ-Lc	
13. Use Time Constructively for Personal Growth	. 1			1										,	-		K				7			1	1	17	Ģ		T			1		
and Pleasure				,]		\prod			1										1.			1	П		1		П		1		10 mm 1 mm 1 mm 1 mm 1 mm 1 mm 1 mm 1 m	
14. Dencing	3			2	7	i			:	1 /	7			1			1			Ħ	1		П			1	1		Ħ		1	Ħ	ŕA-3h*	
15. Awareness of Community Leisure Time Activity	2		2			1.	1	П				1	П		1				1.	П			\prod				1				\parallel	╫	CZ-1c	•
16. Know Costs of Activities	1	\prod	1			1									1		П				T		П				1		H	+				-
										\prod				\prod			Ħ	$\langle $	•			1	,		1	\prod	1		\prod	\forall		H		1
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CAREER PLANNING											T		H	1		+	1		+	T				11	,	1			††	+	+	\parallel	ioI-lc	4
14. Know How to Seek Employment	5	1	1	3			,			П	П	1 1		1			П			1	1			1,1	1,		1.	١,	H	,	•	1	CZ-3c; 06P-1d	7
a. Mnow what's available in the job market-	11 //	1	1	9			1					1	4	1	1 1	1 1				1		T	П		Ť		•		Ħ		 		55 50,551 10	7
supply and demand,	econorma.			П			,		\prod	,		,					Ť			١,		†			1		†		\prod	1	1			7
b. Understand how to use employment agencies	5		2	3	1	1						1		\dagger		\dagger	'	1	1.	1		+			+				Ħ	•	-			1
c. Know requirements for various fields or	6			5	\parallel	,	1	\prod		\prod							+			-	H	\dagger		+	+		\dagger	 		+	\dagger	╁		1
particular job (future trends)							\\ \frac{1}{1}			Ħ		, ;						H	$\dagger \dagger$	Ť	$\dagger \dagger$	\dagger		\parallel	+	-	\dagger		\dagger	H	+	$\dagger \dagger$	<u></u>	┥
d. Know how to read and interpret want ads	3		1	2	+	1			\parallel	$\dagger \dagger$	1	1		++	1	\parallel			+	†	$\dagger \dagger$	+	+	$\dagger \dagger$	\dagger	$\dagger \dagger$			H	+	\dagger	╁	Com 5	1
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CROSS REFERENCE

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LT Leigne Time
CP Career Planning

in. MA Mathematics
SAT Science & Technology
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PEH Physical Education
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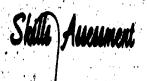
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO BELF AND INTERPERSONAL COMPETENCIES	tignal Imputibo	Administration		Teacher Resident	Unidentified	Indugton	Mission San Jose	Weshington	Contondillo	Homer	Robertson	Walters	Azevada	Brier	Brookville	Chadbouffe	Fremont	Glankfar	Gomes	Grimmer	Hadenda	Leitch	Marchell	Mettos	Mission San Jose	Moury	Nites	Norris	Offiveria	Parkmont	Patterson	Rix	Warm Springs/	Warwick	She abireviat below	bou
REER PLANNING (continued)		Ħ			Ť	Ħ	T		Ħ											•		3 \		1			ľ									
e. Ability to recognize when and how to	16			115	١,	T ₁		1	П	-			1			1	1 1	1 1				1	1			l	1	ı			\prod					
seek counseling	di ili	П				Ī	,																			,										
f. Awarenebs and use of high school career	8	П		11	T					1			ı	,		\prod																				٠
capter									\prod			*					1											ŀ					L		eni.	•
g. Know how to write a business letter of	1.	\prod		,	· .	\prod		1															Ź										!		Com-5£	-
application	- 1	Π			3			Ţ				\prod		Ţ								2													1.,	
h. Ability to understand and pass employ-	1			1		l								. ,				ŀ																	· .	
ment tests					1			T							ľ		1	1															. !			
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is. Be aware of resume formats	- 5	П	1	14	, <u> </u>		1						1											1				•	1						'	
b. Know the puzzone of resume	1,			1	T																			1												
c. Know how to state skills	2	\prod		2			Π]				1				ļ															
d. Leep good records, references, etc.	3			2 1	1		Į					\prod	1											ļ	\prod		\prod									_
the. Enow clear, basic writing skills	.3	\prod		1 2			1			Ī			l		,			в				1													Com-5a-s; Uol-11d,2	; [2]
3. Know How to Fill Out a Job Application	- 15	1	1	4 9	2		1 1	1 1		·		I	l	l			1	1	9			1 1	ı	+								ď			Con-Sa-z	
a. Have personal references	3 .	П		2 1			1 1							1	•													1.0].		۶	
b. Know minimum selery	'n	П		1			1																		\prod	ı				·						
c. Undergrad employment vocabulary	3			3	l		ì	1		,					•										\prod		•		·							
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		ration	,		bed .	•		Sen Jose	n Hillylaw	•	T,	2						-										sen Jame	/alley.								- Buings	a	See bbreviation below.
BELF AND INTERPERSONAL COMPETENCIES	total frequency	Administ	Student	Teacher	Unidentifi	American	Kennedy	Mission	Willers	Centeryll	Home	Robertso		Alviso	Blacow	Brier	Brookva	Chedbou	Fremon	Glender	STATE OF THE STATE	The County	Tariford's	Hirach	totte.	Ment	Mentos	Mission	Mission		No.	Norte	Office	Perkmon	Reynolds	Velicio IV	Warm St	WEINER)
ALERN PLANOTING (continued)										*							ľ												,]					Ţ	П	1			
d. Mave information ready	3			i	2		1		1 1		ŀ		I	\prod																		. ,				\prod			7
e. Print logibly	4			3	3		1		լի																					1				T			П		r .
f. Dederstand written directions	3			2	1		l	ו	ı						1				ı											,				Ţ		T	П		N.
g. Spell correctly	3 - 3			2			1	. 1	14		,	$[\]$			1											$ \cdot $	T					T		T			Π		
4. Have a Successful Job interview	6	\prod		2		\cdot	2	l	ļ		I				\int_{\cdot}		1		T	1			1		Ţ	1	T	ŀ							Π	Ť			-34,0; -14b,0
a. Good grooming	4	1		\prod	2		1							П			T		Ţ	1	•	П	T	1		1					П		•	\mathbb{Z}		T		ri-	å.
b. Interview skills	2	1				Π	1		,	Π.			4				T	П		·				1		ŀ		П	1	Ť			T	1		1			
c. Be presentable	3	П	1	1	1		1		ı	•											Ī			,	1		1	1	1		•	T		7		T	П	n.	g _a
d. Be well behaved	3	П	ı		4				i					1							Ī			П	1	,	1		1			1	1	1				Ē	
e. Know how to ask and answer questions	1	П					1							П	' -			1			1		T	П	1		†	Ħ	•		Ħ		1	†	T	Ħ	T	Con	-6s-j
f. Know how to listen	1		П	1			1		T					П	1	.]	T		T						1				1			T	1	Ħ	1	\dagger	T	1	*
g. Be punctual	1		П		,	T			П			T		Π,						П					†			Ħ	1		1	Ħ	\dagger	\dagger	1		†		Ü
5. Know Abilities and Interests	13			B N	1	2	2	2	i				Ħ	T	†	1			1					Ħ	T		ī	П	T		1	Ħ	+	Ţ	†	i	+		٠.
, 6. Match Qualifications to Jobs	2	\prod	\parallel	1 1		+	1	+	\parallel	+	Ħ	$ \uparrow $	\dagger	+			\dagger		1	$ \uparrow $		1		\dagger			†	H	+	Ħ	+	\parallel	+	,	\dagger	\dagger	+		
7. Possess Information About Various Fields	5		1	1 2	,	1	1	1		†			$\dagger \dagger$		Ħ		1	1	+	\parallel		+	\parallel				\dagger	H	+	1	+		\dagger	\dagger	+	$\dagger \dagger$	\dagger	OSP	-1h
s. Pay scales	1		#	†,	\parallel	†	\parallel	\dagger	H	Ť		+	H	+			1					+	H		+	\parallel	+		+	-1	+		+	+	\uparrow	+	\uparrow	Ec-2	
b; Fringe benefits	1.	IT	\parallel	1			H	†		1	[.]	+	H	\parallel			1		\dagger			+			1.	+			+		\dagger	+	+	\dagger	+		+		· · · · · · · · · · · · · · · · · · ·
c. Licensing or certification	1	\sqcap	††	+		Ť		+	$\dagger \dagger$	1	İ	+		\dagger	\dagger		1			+	H	+	\dagger	+		1	+	\parallel	\dagger			1	+	\dagger	+		+		ic ,
d. Basic education requirements	7	$ \uparrow $	$\dagger \dagger$	16		+	1 1	+	$\ $	+		+	\dagger		\parallel	1	1	Η,		+		+	\parallel	1	1	\dagger	+	H	+	\parallel	, 1	\parallel	, ,	,	+	+	+		
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ExV Examination of
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FL Family Living o

CROSS REFERENCE

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IR Human Relations
CSP Occupational Selection
& Preparation
Con Communications
LT Leismy Time
CCP Carper Planning

MA Mathematics
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REER PLANNING (continued)					,										,	30													•		\prod				
e. Advancement opportunities ,	•	1			1								1		ŀ								,												
4. Training options - know how to get		9		ľ	1 7		1	1	1													i		ľ			1 1				l				
training (updating)	,				\prod																														
8. Understand the Decision Making Process		2			2		1 1				<u>.</u>		\coprod					Ŋ				•										اا			
9. Understand Own Values	• • • • • • • • • • • • • • • • • • •	-1					ĭ,			177	,																								ExV-6e
10. Know How to Set and Work Toward Goals		7		1	1 5	1	1 2			, i	,			1						1				ŀ			1					\prod	.,	d	ExV-8d
(compitment)														,														1			\coprod				
11. Be Able to Pass Simple College Entrance		5 i i			3		1	1]				\prod									1												1	,
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' a. Have a broader academic background		1			1									4	:					7		1 .					,			\prod	74	\prod			A
,b. Be able to read and write at 12th grade		2 .			2	\prod		1	T	[]		•	П		1			\prod	.;;		•			-			7								Com-1
level				П				į,		\prod	\prod			\prod				Ti		1					1	F				Ī	T				
c. Enow basic math	<u></u>	1			1			1	\prod	,			П								\prod			\prod				[,]	\prod	T			·	Ţ	4,
2. Know How to Get Financial Aid for Training		4		1	3		1								1				1			l						П	\prod	Ī		\prod	,		VoI-16s-d
or College					"		T		I								\prod				П				1	,		П	\prod	1				\prod	
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13. Understand College Alternatives and	1	5	Ħ	\prod	14	П	\uparrow		\parallel	П					†					1		1			1	†		\parallel	++	+	#	11	†	$\dagger \dagger$	<u> </u>
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CZ Essenship
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EE Energy &
Environment
EnV Examination of
Values
FL Family Living

FA Fine Arts
HR Haman Relations
OSP Occupational Selection
& Preparation
Com Communications
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Skills Augument

Fremont Unified School District			,			• .	•	<u>.</u>	•	٠,	,	. 1.	4	<u> </u>					٠,,			· .		A	HQ	UE	NC:	YB	ĶΑ	Π	EM	M	VC	FA	Rej	4		, .
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CAREER PLANNING (continued)																		-							1	Ħ	T			1	Ħ	1		Ť	Ť	Ī		7
14. Know How to Interpret Catalogs	1			,			1		1	1						Ť									1			-		+		+	+		+	Ħ	Con-la-z	7
15. Possess Skill or Staying in College	2			,		T		h	Ħ					,	1			•			·				T		1			+	Ħ	†		- -	+	ŀ) ·	7
s. Understand majors	;1		1					1					+		,										1	1.	†			†		+	#		\dagger	H	<u> </u>	٦,
b. How to budget time	1			1			1	I							1	T	П							1.	Ť		1			1	\prod	1	֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓		1	H	ExV-5a; Lt-	<u>,</u>
c. How to budget money	. 2	•	1	1			1	,	\prod						1	1		,	7		7				1		1	•		†	Ħ	†		\prod	†	۲	Ec-2	
16. Know How to Start Own Business	1			1				1				\prod									1				,	V	1		•	T		1	Z		\uparrow	†	Ec-3	٦
a. Applying for loans],	1				1																N	1					Ť		7		T	†	1	Ec-9	1
b. Hiring and firing legalities	2			1 1				1						,			1		7				Ť	ļ			1	Ħ		1		†	Ħ	7	†	Ï	h	٦Ť
c. Understand how unions operate	. 1 ,			1				1	\prod										1		,		1							Ţ	7.	T	Ħ	1	7	Ħ	08P-15,16	7
17. Understand and Research Legitimate John	3 \			3													1 1		1				, 1						Т	T		1		1	1		<u>·</u>	Ħ
(And Avoid "Fly By Night" Opportunists)	10							,															-									1		1				
18. Choose Vocational Training Prior to	. 5			5		F						l		1.			l						, 1		1				1	1		1	П	Ţ				
Graduation	3					ŀ					Ì							П			•				1					T		1	П	Ť		Ħ		1
s. Learn General Office Skills	- 1			1							•	ŀ	•						1		1								1			Ť	П	+	П		7 · · · · · ·	7
b. Learn mechanical abilities	<u>*</u> 1			1	1]	\prod			a		7	-	i		•	1					T					T	Ħ	\dagger	П		Ec-14	7
c. Ability to successfully hold a job	4		1	3		1 2		, ,	Ņ	\prod	, .									1	T		Ţ	1	Ī		T		1	Ħ		T	П	+	Ħ		Ex-5b; MR-4s	7
d. Now to follow orders	1			ı			,			ŀ										1				1						H		†		+		+	, 1	7
e. Self-discipline (Confident)	3		l	2		1	1				Ţ.	21		T						1			1	\mid			T				1		H	+	Ħ	1	ExV-5g; Ex	7
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ERIC Full Text Provided by ERIC

CZ Citizen hip Ec Economics EM Enotices Health EE Eurgy & Bavironment

EqV Examination of Values • FL Family Living

CROSS REFERENCE

FA Fine Arts
HK Human Relations
OSP Occupational Selection
R Preparation
Com Communications
LT Leigne Time
CP Career Planning

MA Mathematics
SAIT Science in Technology
Soc Pass, Present & Future
Society
PEH Physical Education
& Health
UM Use of Information
UID Unidentified

Skille Aucument

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AREER PLANTING (continued)								
19. Enow Career Opportunities and Benefits	′ 5	5			1 1 1 1		1 1 CZ-1c,b	<u>.</u>
Offered by the Armed Services	1							
20. Dace Procedures for Advancement	1.	, 1					Ec-21.	
a. Know requirement for advancement	1							۱
b. Related alternatives -	12	1						
21. Responsibility to Self and Others	1						BR-4a-e	<u> </u>
a. Contribute to society	1	1						
b. Be self starter	1	1	1 '	11111			v EXV-8b	بر <u></u>
c. Try something new	1							<u> </u>
d. Open to new ideas	1							
e. Show initiative (independent)	1	2 ,			<u> </u>		11 ExV-8h	
22. College Preparatory Courses	1	1			1		06P-21	_
a. Resding comprehension .	1 "	1					Com-la-z	
b. Grammar and composition	13	, 1)		Com-la-z	<u>,</u>
C. Scienge	A 1							
d. Rephasis on math	1		·			N. A. L. L. L. L. L. L. L. L. L. L. L. L. L.		1
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- Environment Examination of Value
- FA Flae Arta
 HR Human Relations
 GEP Occupational Selecti
 & Preparation
 Com Communications
- SPT Science & Backbology Soc Past, Protein & Eural Society : PEH Physical Midsertion Manual Midsertion

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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	•••	tration		ار ،	med in:		San Jose	on Hillview	9		e e				ele	urne	٠,	or			3				San Jose	Vанву				nt.		KATIBE	Springs		See abbreviation below.	8
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s: Budgeting	4		ı	3				1		(1				1			•	1			1			7		Ī				П				r.	
b. Balancing checkbook	. 10		1	9				2		1	1			1].]		1						1	1	-			1		T		Bc-	5a-d,	
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S&T Science & Technology
Soc Past, Present & Future
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MATHEMATICS (continued)		1		Ň	ľ		Ī			T	T	Ī								1												Ī					Ť		, 4		=
i. Exposure to computers/calculators	6			1	8	1				I	ı	1						1		ı		1															I				
j. Know business math (consumer's)	2				2						1						\prod	1				,	ļ					1	4			\prod	Ι	\prod		\prod	I				-
k. Know math required for college entrance	1	\prod			1						1																							\prod		\prod	floor	ŀ			
3. Know Matric System	18	li	4	1	1	1	1 1	2 3			1 1						ı	r		$\left[\cdot \right]$	ļ	1		1			ı	l			1					\prod					
s. Basic abbreviations	1		ı					ı		1						Ţ		ŀ															\prod								
b. Read liquid measurements	3	\prod	2	1		1	ו נ	1						-				ŀ																							
c. Picture measurements in your mind	1	\prod				l			•						ŀ											,			·								r				
d. Perform simple calculations mentally	1				1						•															,										i	1				_
c. Square footage	1				ı					•																	1	1													
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g. Calculate board feet	.1	Ц			1											l								\perp	[]	ŀ												, r		,	
b. Toll time	1,	Ц		Ц	1			1			Ц		Ц									1										Ц			Ĭ.			FL	-7a ;	Uo I -	11
1. Read thermometer	3	Ц		1	2	1					ı		Ц									1					1											L			•
j. Approximate masuring device	1				ı				\coprod		Ц		\prod										1			'n	1		į						\prod			L			
k. Difference between credit and debit	1					$oldsymbol{oldsymbol{igl}}$		*														Ĺ					#	;	1									Ec	-lc		,
1. Page civil service exam	l	\prod											\prod																			1		1				Ŀ		: '	
a. Colculate angles	1,											1																													
n. Understand terminology	2		1	1		1																													$\left[\cdot \right]$	Ţ		,			
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CROSS REFERENCE

CZ Citizeaship
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EH Enoctonal Health
EE Energy &
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Ex' Examination of
Values
FL Family Living

FA Fise Arts
H Hunas Relations (CSP Occupational Selection & Preparation
Con Communications
LT Letwe Time
CP Career Planning

MA Mathematics SAT Science & To Soc Past, Press of Society PEH Physical Education & Health Uol Use of Information UID Unidentified

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FRÉQUENCY BY ATTENDANCE AREA

Fremont Unified School District	••		٠		_			·····		e e		_							_	•			-	154	VE	10.		A !	161			E AI	WA		
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration	1	nt	tified	Ę	San Jose	son Hillwisw	ville S		uo.		9		arte	ourne)# 	Per Coor			S S		7.7		Sen Jose	Valley		,		ont	- PO		Springs		See abbreviations below.
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SCIENCE AND TECHNOLOGY																					í					,									
1. Have a Basic Understanding of Science in	9		1	1 7	1	l		l]		1							l			ı										1		1	EE-1
Daily Living		Ц									\prod									Ц			<u> </u>		Н		\coprod						·		
2. Basic Biology	5.	1	1	L 4	Į.			1	ļ.]					_		╽					\prod			\prod	l					1	-		ı	······································
3. Ecology &	1.		1		L	-		1	<u> </u>		\prod										_					-				<u> </u>				<u>'</u>	BE-1
4. Animals	. 2	Π	ř	1				1				\perp	,		Li					$\downarrow \downarrow$						ı							\prod	_	CZ-2#; EE-6
5. Plant Life	2		1	1	\perp			1	_			\perp							Ц	Ц						1							\prod		EE-9
6. Understand Basic Laws of Physics and	6			6			1					_	·					1	_		_					1	Ц	\perp		Ш	1		1	i	
Chemistry		\coprod	Ц			1				Ĺ				Ц			Ц	\perp	1						-		Ц	_	H	1			<u>. </u>	1	*
7. Be Able to Cope With Changes and Advancement	s 3			1 2		l ·	1	Ŀ		Į.				\coprod		1					1		-		<u> </u>	_		_							
B. Understand Importance of Science and	2	\coprod		2	\perp	1						1					Ц				1			1	\prod		Ù	1			1		\prod	1	
Technology in Solving Problems facing man				\coprod	Ц		\coprod	Ц			\coprod	\prod				1					1						\prod	ļ				\prod	igert	1	t _e t _e
9. Geology	2			2	Ц		\prod									P	Ц	1.	1		1	\coprod			\coprod	1	\coprod		H		1				··
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11. Zoology	. 1			1								\coprod			ŀ			Щ	1		\downarrow			1		1	Ц				_			1	1
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14. General Knowledge of Electricity and	5		2	1 2	1	1		l			\coprod			\coprod	\coprod		1				_	\coprod		ŀ	ŀ			1		\coprod	1		\prod	$ \downarrow $	· · · · · ·
Power (Basic Electronics - Appliances)	,							Ш												\coprod			ļ,		\coprod			_						1	<u> </u>
15. Understand Capabilities of Computers	v2 ·			2					Ш			L				1		1	\downarrow				Ш									.l			SP-6s-e
a. Know computer techniques	1,			ı														h] [[SP-6a-e

CZ Citizenship
EX Economics
EH Emotional Health
EE Energy &
Environment
Ex/ Examination of
Values
FL Family Living

FA Price Acts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Lejaure Time
CP Career Planning

CROSS REFERENCE

MA Mathematics
SAT Science & Technology
Soc Past, Present & Esture
Society
PEH Physical Education
A Health
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SCIENCE AND TECHNOLOGY (continued)				,	\prod										·	ľ			,													$oldsymbol{\perp}$	r	•
16. Understand the Relationship Amouter Space	1			1		V				(.					1			\coprod				\prod	_						\coprod	7		$oldsymbol{\perp}$	<u></u>	
17. Aware of Science and Jechnology Jobs	/ 1 ر	H		1			\coprod								\perp		Į.				\coprod	\prod	1	Ц		<u>, </u>		Ц			ľ		•	
a. Job titles and what they mean	Dir.			1									Ù	\coprod				\coprod				ľ						\prod						
18. Operation of an Automobile,				1						(\prod]					\coprod			Ц		Ц		E	-141-g	_
19. Operation of a Sewing Machine				1																		\coprod		Ц		-					$\downarrow \downarrow$	71	/-3k	_
20. How to Mead a Blue Print	2.	Ш	2		ŀ] 1	1		Ц					Ц											Ц	ļ.	Ц	Ц	\perp			Ļ		
s. Recognize symbols, directions	2		2			1	1				\coprod	1						igg	1				1		\prod	ŀ	ľ		\downarrow					
b. Blue print scale, lines	2 :-		2	7		l	1	\prod	H		\coprod							Ц	1				1.						4		4.	\downarrow		
21. How to Run Business and Industrial Machines	1		1	2								<u> </u>) '						\coprod	_	\coprod					ľ	4	
a. An assembly line	1		ì		\coprod	Ц		1				,			Ц								_	<u> </u>	\prod	1	ļ.	IJ	<u> </u>		-			_
b. Safety procedures	1		1					1		\coprod								\coprod	1		ŀ	•			\coprod	1			4			\downarrow		
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PAST, PRESENT AND FUTURE SOCIETY	·						Ш											\coprod				Ц								Ц		<u> L</u>		
. Social Studies	2			2		\prod													1			ı		ľ		\perp			1		4.	\perp		,
a. Current events	5			5	1				\prod				ľ.					1 1		Ц		╢						Ц	\downarrow	i		CZ	-1c	. ·
b. World and national history	14			14		1 1						1 3		1				1 1	1			ı		1		1	j		1			-		'n
c. Politics (loss), state, national)	1			1												.,						i										CZ	-1c	70
d. Environment (physical)	.1			<u>' ı</u> ['			•	\coprod												֟֟֝֟֟ 		ı							<u>,</u>		Ц	EE	•1,	; i
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EcV Essenination of
Values
FL Family Living

FA Floe Arts IR Human Relations OSP Occupational Selection & Preparation Communications

MA Mathemitics
SAT Science & Technology
Sac Past, Provant & Future
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PEH Physical Education
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SILF AND INTERPERSONAL COMPETENCIES	frequency	Adminis	Stadent	Kesiden	America	Kernad	Weshin	Williams Partiers	Hopkins	Roberts	Watters	AVEO	Biacon	. Brookva	Charles	Durhen	Glenkler	Gomes	<u>.</u>	Hectend		Malorey	Metros	Mission	Mileston		202	SE OF	Office	Patterso	Rix	Valence	Warwich	ų.	
PAST, PRESENT AND FUTURE SOCIETY (continued)								I												·								Ţ						-	
e. Understanding past, present and future	2		r	1	[]			1-										ţ												П		\prod		BB-4; Hr-5a	
societies		П		1.	Ţ,		F			1	4		П						,		T														
f. Knowledge of civilization	ı			1			ē	ì							,	1		1				,				Ī	١.				1	Ţ	\prod	KE-4	٠,
g, Knowledge of different economic and	1		1	1													\prod				T	1						1	+		1		П	ExV 3g	1
political systems					1			1			†	1	1	T			*					•		1						\prod	+	H	$\dagger \dagger$		1
h. How to deal with the future	· 1		i	1				1	1			+		T	1				·								H	Ť		Ħ	T	\parallel	\dagger	SR.	
1. Cope with changes	1	\prod	1	1						\prod	T				.,			1.1									T				+		11	<u></u>	
J. Know how you can help in the society	- 1	П	1				1	i					1				†††			7	-					+:			1			\sqcap	11	EH; ExV-6b	
k Identify 5-6 different cultures	1			1.			ı			Ħ		,,			•	.						•	Ħ			H	Ì			Ħ		1	П	ExV-39	
1. Knowledge of cultural and industrial	2			2			1	1	,	1			İ			,			1		1	+			\dagger	Ħ					\dagger		$\dagger \dagger$	BxV-3b	
revolution in U.S. and Europe				1										Ħ			11		7	1		1	П	\prod	1	1	İ		1	Ĭ	H		\prod		
2. Knowledge of Geography	3			3	1		1		ı	\prod				١,			$\dagger \dagger$			1				#	1				1	<u> </u>			\dagger	٢	
s. Identify the continents from memory and	2			2		Ī	1			\prod													ľ		+		+	Ħ	+			rt	ΙŤ		•
location of 1 or more countries						1	Ì				1		1		•		1	†				,			+	\parallel	+		\dagger	H		7	1	•	<u>. </u>
b. Develop a travel plan involving U.S. and	1			1			1		_		1	1	+		\top					1					+		+		\dagger		\dagger	+		LT-9	_
3 other countries (passports)		-			+	+	Ť	1	+	Ħ	††		1				††	++		†		†	$\dagger \dagger$	+	†		+	+			+	\dagger	Ħ		
c. Location of areas of government business	1				+				1		$\dagger \dagger$	1	<u> </u>					+	†	†		+	†	† †	1		+	\dagger	+		\prod	\dagger	#	Z-10 ,c	-
within city, county, state									+		\parallel		+			1	\dagger	††	#	\dagger	H	+	H,	1	1		+	\parallel	+	\parallel	†	+	廾	~ 15,0	
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CROSS REFERENCE

- CZ Citizenship
 Ec Ecobonics
 EH Emotioni Health
 EE Energy &
 Environmens
 EaV Examination of
 Values
 FL Family Living

- FA fine Arts
 HR Human Relations
 CSP Occupational Selection
 & Preparation
 Com Communications
 1.7 Lefaux Time
 CP Career Planning
- MA Mathematics
 S&T Science & Technology
 Sec Peat, Present & Fature
 Society
 PEH Physical Education
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e. Dow world maps/internstional geography-	5			2 3		2	i			1		Ł	1			1	\prod	Ц			1			Ц				Ц		_					
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f. Pamiliarity with world affairs	l			. 1						1				\prod			\prod	\prod	`		L	1	\prod			Ц	_	\coprod		_			\prod	D-1	_
. Identify states, unjor cities, rivers	3_			1 3		1	1								7	Į,			,		ւ		A					\prod		\downarrow				100.00	•
h. Use a map	3			3			1												,		ļ		\prod	Ц					F	╽	\coprod		Ц	Li-da-b; UoJ-lia-	q
3. Understand History - Booleties	4		1	1 2		1		.1				Ľ			1								Ц	1	L			Ц	Ц	1	\coprod			RsV-3d,3 CS-1e	/ <u>;</u>
s. Ethnic groups and their contributions	8.		ļ	1 6		1	ı	ı]1		\coprod		1 1		1		Ц	ľ	j	Ш	-	1	Ц	<u> </u>	\coprod	Ĺ		EzV-3g	
in U.S.			ŀ								Ц			\coprod	1		\prod			\coprod				Ц				Ц	$\downarrow \downarrow$	1	\coprod	Ц			
b. Major mations of the world	1			1				<u>, </u>	•			Ŀ					Į.		1		ŀ			Ц	\downarrow			Ц	\prod	\perp	\prod				
-location	1'			1			\coprod								\prod			•	1		1	\perp	\coprod					Ц		1	\prod	╝	1		
-resources	1		\coprod	1		\coprod	li				Ц	Ц						\coprod	1							Ц		Ц		1	\coprod		I,		
-culture!	3		ļ	2				1				Ц	4	\prod	\prod		ŀ	\coprod	1		<u> </u> .		Ц			Ц		Ц	Ц	1	\coprod	Ц		RxY-30	.' <u>.</u>
-relative position in world power	1		\coprod	1		Ц		\coprod		ľ		Ц							1			,										Ц	\perp		
structure ,	4		\coprod		1		\prod				Ц				Ц			Ц			ŀ		\prod	\prod		Ц		Ц	•	1	\coprod	$\downarrow \downarrow$			<u>, </u>
c. Foreign government structures	2 ',			2]			\coprod		1		ı						\prod					\coprod	\coprod	լ					ŀ	\coprod	\prod	\perp		
d. American beritags	4		4	4				\prod							\exists	1					ı	1		\coprod	լլ		·	1	1	Ţ			\perp	C1-1c,30	,
e. Understand the jutility of war	1			ı		1			ľ				,	\bigcup	\prod)	\prod							╽			1			ľ	\coprod		ŀ	RB- 5	
f. Structure of our government	5 .			13	ŀ				1					\prod			i					1					\perp							CZ-lc	<u></u>
g. Understand the U.M.	1 1		\prod	1		ı]			$\cdot $							1					IJ			Ц			\perp			\perp				ExY-3e	
h. have knowledge of men's history	1	ľ	P	\cdot		[]		\prod].	.].],								ا.		,		CZ-le;Br	.V-3b

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FA Fish Arts
AR Human Relations
USP Occupations Sale
& Preparation
Can Communications
LT Leisure Time
CP Career Planning

Skille Augument

CP 311 on Late & Branca		i .															•	U			_	1	FRE	qu	ENC	Y A	YA	77	END	AN	CE /	ARI	A	·	
Fremont Unified School District				NCY BY		3 1,	High		Jr	. Hig	h		Eler	noni	ary					١	^	. ,		١		,	,			`				CROSS TAGRETON	,ca
PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration		jt.	an an	. ×	Mission San Jose Washington	on Hillyiew		on	5			ale	Aurne			XOF		* 4		, , , , , , , , , , , , , , , , , , ,		300	- 141					on On	\$	امدا	Springs	See abbreviatio below.	ns
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini Busines	Student	Residen	America	Kenned	Mission	Willians	Hopkin	Roberts	Thornto	Alviso	Blacow	Brookv	Chadbo	Durhan	Glankle	Gomes	Green	Hacien	Hirsch	Malone	Martos	Millard	Mission	Mowry	Not	Norris	Olivos	Patters	Reynot	Vaileyo	Warwic		,
PAST, PRESENT AND FUTURE SOCIETY (continued)		·																										,							
. Understand why some societies fail and	1 1			1	\prod	1	1	1							4		Í			-		ŀ	\perp	<u> </u>		1				$\frac{1}{1}$		\prod	1		_
others succeed		\parallel		Ц	4 #	\perp					+			H				\perp		-		-	+	4			\parallel	\downarrow	\coprod	\coprod	-	\coprod	+		4
j. Comparative social studies between	3	Щ	1	1 2	\prod	1 1			\prod	\prod	-			4	\downarrow	· ·	$\frac{1}{1}$	1				\prod		4	\coprod	\downarrow	\prod	_	 	$\downarrow \downarrow$	1	\coprod	1		긕
countries	, 1,				\prod	\perp	_		\prod	- -	1			Ц	1	-				1			-	<u>.</u>			\prod	1	\ \	+	_	\coprod	\perp		\dashv
rk. Know the great documents of man's	2	igert	\prod	2	\prod	1	_	4	ì	b	1		\parallel	-						1		\coprod	<u>.</u>	4	\sqcup	+	H	+	\coprod	$\frac{1}{1}$	+	\dashv	-	CZ-1c	4
advancement/historical events	',	,		\prod	\coprod	\perp		\downarrow	\parallel	$\frac{1}{1}$	1				_						\parallel	\prod			\prod	-	\prod	+	\dashv	$ \downarrow \downarrow $	-	$\frac{ \cdot }{ \cdot }$	_	·	4
1. Familiar with different major periods in	1			1	\prod	1		4	\coprod	\perp				\prod	+		$\frac{1}{1}$					\prod	\bot		┦	_	\coprod	1	\coprod	+	+	+	_	CZ-lç	_
men's history		\parallel				\bot	+	4		\parallel	-			\coprod	_	<u>ן</u>		<u>'</u>	\prod	1		\prod	\downarrow		\coprod	-		-	<u> </u>	1	+	\prod	+		4
m. California history				1	\prod	_		4	\prod	\coprod	1		\prod		1	ľ	\prod	+	H	1	1	$\downarrow \downarrow$	1	-		:	$\ $	+	\coprod	1	+	1	+	CZ-1c	- 4
n. Know their heritage	3	ь.	ı	2	H	1		4	\coprod	\coprod	1				1		\prod	1		1	4	-	$\downarrow \downarrow$	`	1	+	\prod	1	ì	$\downarrow \downarrow$		\dashv	4	CZ-le; ExV	-31
o. Cultural integration	1			1		\perp		1	1	\coprod	<u> </u>	ľ	\prod	Ц	1		\coprod				Ц	\prod	_	_	\coprod	1		_	\dashv	1:	+	++	+	CZ-30;ExV-	2a ; 3f
4. Foreign Language at Elementary Level	1			1	\coprod		. [.]	4	1			ŀ		\coprod	4	<u> </u>	$\downarrow \downarrow$	-				\parallel		_	\coprod	-	H	+	H	+	-	$\!$	4		_
5. Aware of Basic Difference in Religions	1		i			<u>.</u>	\perp	ı		$\downarrow \downarrow$	_	Ц.	4	\prod	_		\coprod	+	Н	_		\coprod	\parallel	1		<u>.</u>	ŀ	<u> </u>	$\downarrow\downarrow$	\coprod	1	\coprod	+	ExV-le,4b	4
6. Aware of Different Philosophies	1		1	<u> </u>	\coprod			1				Ļ			1		,	1		_	1	\sqcup	4	4	H			1.		\coprod	_	$\downarrow \downarrow$	4	ExV-le,4b	_
7. Appreciate and Understand Other Cultures	1			1					Ц	\prod	\perp				\downarrow	í		1		Ш		!		1		_	\prod		\prod	<u> </u>	+	-	+	ExV-2e ,3a	\dashv
in United States	, ·			\prod	\coprod		$\perp \mid$	<u> </u>			4		1	\coprod	\perp		\prod	1				\prod	4	\perp	\prod	1	\prod	ļ.	\coprod	\coprod	1				
8. U. S. Economic Structure	1		1	1	\coprod		$\perp \mid$	\downarrow			<u>'</u>				1			1	ŀ	\perp				\downarrow		1.	Ц		\parallel	\coprod	1		4	CZ-lc	_
9. Understand How a Society Functions and	<u>l</u>		l l		\coprod		1	\downarrow					\prod	\prod	_		\prod					\prod	\coprod	1	\prod	1		1		\coprod	<u> </u>	\prod	$\downarrow \downarrow$	CZ-1c	
Changes	•	ŀ		\coprod	\coprod			1			, 9			1	-		\prod		\coprod					_	\prod	1	Ц	1	Ц	\prod_{i}	_		<u> </u>		

CROSS REFERENCE

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Com Communications
LT Leiame Time
CP Career Planning

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MA Mathematics
S&T Science & Technology
Soc Past, Ptgens & Future
Society
PEH Physical Education
& Health
Uol Use of Information
JIID-Unidentified



10. Relate History to Current Events

CZ Citizenship
Ec Economics
EH Emotional Health
EE Energy &
Environment
Ext Examination of

Values FL Femily Living

Skille Augument

FREQUENCY BY ATTENDANCE AREA

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Fremont Unified School Ristrict		F	Meso Type o	SHEY IT FOR PU		Sr. I	ligh	,	Jı,	High	•	1	Elea	rent c	iry		٠,١)	1	•				•	,						^	, '	CAÓOS FAORENCIA
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	· · · · · ·	istration	10 t	nt	tiffed	9	n San Jose - ngton	eon Hillwisw		Los	ION S			vate	Ourne	3.	oor .		1		A			n San Jose n Valley			10	ont	. uos	The state of the s	Springs	¥ ,	See abbreviation below
SELF AND INTERPERSONAL COMPETENCIES	frequency	Admin	Studen	Reside	Americ	Kenne	Washin	Varied Center Ce	HODE	Robert	Walter	Azeve	Blacov	Brook	5 5 5 5 5	Fremo		Con	Grione	Tire	Maton	Merch	Nike	Miserio	NO NO	Z	S C	Parkm	Patter	ž	Warm	XXB:XX	<u>.</u>
NST, PRESENT AND FUTURE SOCIETY (continued)	,	\prod									ŀ				1								Ц	\coprod			\prod	<u>.</u>	\coprod	\coprod	\coprod	<u> </u>	. •
11. Foreign Affairs and It's Effect on Us	2	\prod		2		ļ						1				Щ			Ц	1			1		1		4	,		\prod	\prod	<u> </u>	{
12. Know That Change is Constantly Taking Place	.1	1	3						1.1	į				Ц	\prod				\coprod	\perp			\prod	Ц	_		4		\coprod	\coprod	$\downarrow \downarrow$	\downarrow	•
13. Know the Institutions That Resist Social	1/	ì		(1		Ц				Ц			_		\prod	ŀ		Ц		\coprod			\prod		Ц	\coprod	$\downarrow \downarrow$	N.	tV −4 b
and Political Change ,	,		. '		o	•					Ţ						'	ŀ	Ц	!				\coprod					<u> </u>	h	\prod	\perp	
14. Inimitability of Bureaucracy,	1	ı													\coprod		ŀ			\			Ц				\coprod	_	4	1	\coprod	CZ	-la
a. Types of institutional variations	1	1		\prod	Ŀ					Ц	\perp			\coprod					Щ	\perp	_			Ц			\coprod			\prod	4	Ex	V-4b
b. Understand bureaucracy	1 .			1											\coprod		1				• •			\prod			\coprod	\perp		\coprod	\coprod	\perp	
c. Why bureaucracy exists	1 .	\coprod		1	Щ			1		\coprod			. "	Ц	\prod		1							\coprod	_		\coprod	╝	igert	\coprod	\coprod	\downarrow	
15. Know History of Labor Movement	1	Ц		1	Ш	\coprod	\perp	_	Ц		i)	ľ		٥					\prod		Ĺ	ı	Ц				\coprod		Ц	\coprod	\coprod		-1c
16. Legislative Milestone in Labor Law	1.	\prod	\prod	14		\coprod		1	,	Ц				Ц			ŀ	+	<u>l</u>	1	<u> </u>	1		\prod	_	L.	\coprod	╝	Ц	\coprod	$\downarrow \downarrow$	08	-16c; P-15,16
a. Leaders of labor movement	1			1			Ш			Ц		- - \					•		Ц			1	Ц		1		<u>.</u>		igert	\coprod	\coprod	\downarrow	
b. Understand underlying principle of labor	1			1	Щ		Ш								•					V	<u> </u>	1	Ц		1	;	╁	<u>.∐</u>		\prod		\perp	' '
ve management		Ц			\coprod		Ш		<u> </u>	Ц		<u> </u>					1	*	\coprod	\perp				\prod	1	4	\coprod	\perp	Ц	\prod	\coprod	\downarrow	- 1
17. Respect All Occupations	1 '		\coprod	1	ļ		Щ	1	Ц	1	\downarrow						1		\prod		4				\downarrow		\coprod			\coprod	\coprod	C2	-3c
18. How Different Occupations Contribute to	. 1			1	\prod	\prod	\prod	1	\coprod	\prod	Ц					3	\perp		\coprod	\perp				\prod	1		\coprod	$\perp \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \!$	Ц	\coprod	\coprod	_	<u>ر.</u> د : چ
Society		\coprod	\prod	\prod			\perp		\coprod	\coprod	Ш			\prod	\coprod						\perp			\coprod	\perp		\coprod	Ш	\coprod		\coprod		II. OP
19. Understand Trade Uniohism	1	ı		1	\coprod		Щ	\perp							\coprod			1	\coprod	\perp	<u> </u>						\prod	\perp	-	\bot	\coprod	08	-1c; CP- P-15,16
											Щ	1				<u>/</u>		4	\coprod					\coprod			\coprod			╝	$\downarrow \downarrow$	L	
	ان ان							1				١,			\coprod						Ĭ.		\coprod	\coprod	\perp		\prod	\coprod		\prod	\prod	1	, .
		\prod	\prod		$\left[\cdot \right]$																					•					I		

CROSS REFERENCE

- CZ Citizenship
 Ec Economics
 EH Emotional Health
 EE Energy a P
 Eavironment
 Eav Examination of
 Values
 FL Pasily Living

- FA Fine Arts
 HR Human Relations
 OSP Occupational Selection
 is Preparation
 Com Communications
 LT Lainus Time
 CP Career Planning

- MA Mathematics
 SAT Science & Technology
 Soc Pant, Present & Esture
 Society
 PEH Physics | Education
 & Health
 Util Use of Information
 UID Unidentified



Skille, Augument

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Fremont Unified School District			MAG TITE	verc er eri	7 6 Y		Sr.	High		J	r. H	igh	1	ŧ	ome	mtai	y										٠.			_			_			CHOOL) AprophosyCd
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		istration			ified	50	,	San Jose gton	on Hillylaw	B		Thomson				e e	virne		Š					7, Al.		Sari Jose	Valley				į	5	5	Mile	Springs *	abbre	See eviations elow.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Teacher	Uniden	America	Kenned	Washin	Williams	Hopkin	Horner	Thornt	Walter	Azevad	Brier	Brooky	Š O	Fremo	Glenkler	Gomes		Haciend	t e	Moreha	Mertos	Mission		Nitos	202	Ofvers		Partiers	R F	Vallejo	Warwi		
PHYSICAL EDUCATION AND HEALTH									i]		Ţ				I					. 4	(. jr. jr.
1. Drug Education (Alcohol, Tobacco,	10		22	3	5	1 3	1		ŀ			1	l							1				1			1	Ц	Ц	\coprod		\coprod			1		·
Marcotics, etc.)	, !	П											<u> </u>			1		L								Ц		L				\coprod	Ц	1	Ц	,	
a. The mental and physical effects of drug	15	П	3	3	9	1	2	ı		1		1 1	, [t	ı				1			1		1								\perp		1		Ц		
abuse	,	П												,																					\prod		
. b. Drug addiction; where to get help and	3	П	2		ı	1	2							Ţ							•						,					Ш				١	
information	·	П																							Ţ		ľ				\perp	Ц					
c. Drug laws and pensities	2	\prod			2																					1	٠	:	-			Ц	1				
d. Identification of drug users	. 1				1		,					\prod	1					\prod	ŀ	1	ŀ	I				1			-			Ц					
2. Sex Education	11	Ţ	ŀ	2	8	ı		2		•		ı	7	1		·		ı	1	П	1		ı		1					ŀ	I	1			1	PL -1b	,9a-d
a. Know moral principles	1	П	1		ı	T				T		1							T			1							à		floor					ExV	
b, Venereal disease: recognizing - knowing	9	\prod			9			1		•		1				1		ı	1		1		ı		1		1										
effects of		П							П	ŀ			1	1		T											1	•			\int						,
c. Birth control	7	\prod	1		5	1	П	1 1					1	П	1	1	\prod		1		2	T	1				1	1			T						
d. Planned parenthood	3				<u>, </u>	Ť	T,	Ť	Ħ				1	7			\prod			П	1				ı					П							
e. Basic aex difference	1		1		•			1		Ţ			1						Ţ.						1		1		4		Ī	\prod		1			

CROSS REFERENCE

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f. Sex drives and how to control them

a. Be aware of the needs of the body

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14 12 '

g. Use of contraceptives

b. How the body functions

3. Physical Education

CZ Citizenship
Ec Econonics
EM Emotional Health
EE Energy &
Exv Enament to

FL Family Living

FA Fise Acts

HR Human Relations

OSP Occupational Selection
& Preparation

Con Communications

LT Leiture Time

CP Career Planning

MA Mathematics
S&T Science & Technology
Soc Past, Pleasent & Fature
Society
PEH Physical Education
& Health
Und Use of Information
UD Unidentified



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Fremont Unified School District			ANN MAR		"	\$	e. H	gh	•	Jr.	High			E) on	ont	ily:							•	,		•	•			•				[****]
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration			Person	E c	Ser. Jone	gton			S S					aurne.	. E #				•	•		Ä	Sen Jam	, Verey				ont .		Miles	Springs	*	See abbreviations below,	, ·
SELF-AND INTERPERSONAL COMPETENCIES	frequenc	Admini	Studen	Terche	Unician	-	Keres	Western) V	Robert	N. W.		Blecom	Boset		OTT.		Gorme		Tec.	Ę.		Merror	3	Money	2	Norrie		Parkm	Heymo	7 A	Werter			•
PHYSICAL EDUCATION AND MEALITH (continued)] '											\prod			\prod				\prod	\downarrow			_	4	\prod	\perp	4		_		\prod	_	\coprod	<u> </u> ,		
c. Buma reproduction	2	$\left[\cdot \right]$								`		Ц			Ц				\prod	1		Ц	1	1	Ц	\perp			_	4	\prod	_	\coprod	\downarrow		
4. First Aid	di	1	,	2 2		1 2	111	,			1		1 1		1	1	1	1		4				1	ı	Щ	ų.	\coprod	4	\coprod	1	4		1	rtlb	_
a. Areificial respiration	17		5	1		1 1	2	1 1			1	\prod	1					1	\coprod	1	<u> </u>	\prod	1	1 1		11	4		1	\prod	\prod	_	\coprod	\perp	<u></u>	_
b. Control/stop bleeding/tourniquet and			1	ı 7		ı					\ 		1					·					1				1	1	1	Ц,	\prod	1		\perp		
, uplints				\prod	\prod	$] \cdot$		\prod		ŀ		Ŀ										\prod			Ц			\prod	<u> </u>	Ц		_		\downarrow		-
c. Treatment for shock	6								Ŀ				1				1			1	'	\coprod	<u> </u> 1		Ц	\coprod	1				\coprod	i	\prod	\downarrow		_
d. Treatment for burns	7		1			1		ľ					ı		Ŀ					1		Ц	1		Ц	ŀ	1	1			\prod	1	\prod	1		_
e. Poison: control centers, basic	, 5			1 2			1		\coprod			Ц	1						Ц			Ц				Щ		1	1		\prod	1	$\prod_{i=1}^{n}$	Ļ	<u> </u>	
f. Prevant cheking	3			9				1	,		l.		1							1				1				1			\coprod	\perp		Ļ	, -	<i>!</i>
g. The to call for different emergencies	. ,		2				Y		1		1												\perp	1 1			1	Ц	<u>'</u>		\prod	_		Ļ		_
(fdentification and treatment)						/			N					,								╽		1		ľ	,	\coprod	_		\prod	_	\prod	Ŀ		_
h. Now to clean and treat a mound	1		l	1	$\left \cdot \right $	1					Ц											\coprod	↓.			\coprod			_		\coprod	_		\downarrow		_
1. Use of triangular and other bandages	6.		2	1		1	1										1		\prod	1		\coprod	1	1	\prod	1			\perp		\prod	<u> </u>		\perp		_
j. How to induca vomiting	<u>1</u>		1						\prod	1.													\perp	₽		\perp	<u> </u>		\perp			\downarrow	\coprod	\downarrow		_
k. How to smother the fire of aomeone	1	\prod	Į			ı	ŀ						<u> </u>								\perp	\coprod					<u> </u>		_	\prod	\prod	1	\coprod	\downarrow		_
purator		\prod																	\coprod		\parallel	\prod	\coprod	\perp	\prod						\coprod	_	\coprod	\downarrow	_	_
5. Physical Fitness: Development of	8	1	2	-1 4		ļ	1 1	<u> </u>			<u> </u>		ı	1	1				\prod			\coprod	<u> </u>				ļ	Ľ	1	\coprod	╽	1	\coprod	121	r7s	_
s. Knowing how to swim	14	\prod	2	1 1		ı []		2	\prod						\prod				1				\coprod							\coprod	\prod		\coprod	71	rllj <u>.</u>	_
b. Walk belance beam	2			2															1	1			\perp	\perp	\coprod	\coprod	Ŀ			\prod		↓		Ļ		
.c. Jump horse (gym)	1			1										\prod					1															L		_

CROSS REPERENCE

CZ Citizenship
Ec Economics
Ex Economics
Ex Energy &
Estimates
ExV Exmination of
Values
FL Family Living

FA Fine Arts
HR Hunes Relations
OSP Occupational Selection
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MA Mathematics
SAT Science & Technology
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Fremont Unified School District	• 1	1	AND THE			1	e, Hi	p	,	Jı,	High			Elec	peak	MY	, ,	- '	-	-	,					_	,	_		, ,	_			۲	coops to	7,000,00
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	, ,	tration			Pag	S e	Sen Jose	gron			8 =				4	ST18			,							Ser Jos		-			¥ \$		LA SEC.	Springs	Se abbrevi belo	ations w.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Residen	Verident	Ever Char		N. S. S. S. S. S. S. S. S. S. S. S. S. S.		Horner	Roberts	*****	2	96	Brooke	30	Durten		Some		Hacian		1		7		Money		Nomis	0	Pertemo	Heymon	V	Warm		· »
PHYSICAL EDUCATION AND HEALTH (continued)										•																										•
d. Skip rope	2 '			2						1										1									·					ľ		
. Bounce and catch ball	2			2						l				1						1										Ц	\perp	Ц			;	
1. Proper use of muscles	1			1			1		$\left[\cdot \right]$													1		1												
g. Able to pass junior life saving test	3 .]1	1 1	l			1								ŀ																				
h. Different exercises and what they	15	1	3	2 9	l	ı	ı 1	1	\prod	1	1	h	ı			ı];	1		$\lfloor \cdot \rfloor$	1		ŀ								
develop									\prod				ŀ									•														
6. Besic Rules of Sports,	4			4								1	i			1															ı					,
7. Sportsminship	. 6	4		8-												1	1					l	4	1		. 1		ŀ								. •
8. Know Sports That Can Be Continued After High	6	22		2 3		ı	2					h	ı										ŀ									,				
School and Location of Local Athletic																										Ì							\prod		,	
Pacilities s											\		Ţ,																							
9. Art of Belf Defense	6		4	1	1 1		1	1 1					l					$\cdot \mid$	ŀ							1										
10. Know the Various Befety Hasard Messures	1		1	3	1								l							l				1											FL-2b	4
ind Rules			П		Ţ	\prod							g			łr	,			•					·											
s. Blectrical Appliances	1			1	T	П														ı																
b. Fire and guns	1			1					[],									*		1						$\left[\cdot \right]$			Ţ].	\prod			•
c. Proper use and storage of medicines	, 1			1	T						,																,							·	-	
d. Driving and bikes	. 3			2	T						-					,	'			1			ľ	1								F			CZ-1c	
11. Know Survivel Skills for:	3 .			3	1	1,		1			•		T	·							П						1	\prod	1	j		۲		\parallel	۰ ا	
a. Desert, water, mountains, sun	2	1	1	2	Ť		Ħ	1			1	Ţ										Ī		\prod				\prod	Ť		1	1				~

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CZ Citizenship
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Fremont Unified School District						\$4	ı, Hi	gh.		Ír. H	igh.	I		000	ntery																			
A PERSON LEAVING HIGH SCHOÖL SHOULD SE ABLE TO	•	recor			2	S c	Ser Jon	A HENNES								- Trans									Ser. Jose					ES	8	-	Sprenge	flee objectations below.
SELF AND INTERPERSONAL COMPETENCIES	And the second	ļ		Tenches	- Francisco		5	3 3		1	1				3		Tremon	0		Gebrer	4		ļ			Australy	2 2	a constant	8	Person		Veles		,
MYSICA EDUCATION & MEALTH (continued)	,	\prod								\mathbb{N}	Ŋ			\prod			N							1.			_		\prod		1	-		namen og sælde er skale og i gov. Fri i dig
b. Borthquebe	3			2				1								·	\prod	Ц	1	Ц			\coprod	Ļ			1		\coprod	\coprod	↓)
12. Month Education	2			ı		1			L	\prod	Ц			Ц			\prod	Ц	\downarrow	Ц		\downarrow	Ц	L		\coprod	\perp		\prod	\bot	\downarrow	\prod	4	11 ().
e. Taking care of one's self shen you're	2		ı	l			l							Ц			\prod		_	\prod			1				_		\prod	_	\downarrow	\prod	\prod	<u> </u>
sick .														\coprod						Ц						Ц			\prod	\coprod			\perp	
b. Recognise symptoms of illness or disease	5		1	4			ı		\prod	\coprod	Ц		1	\prod				\prod	ı	Ц			Ц	1 1	\parallel	Ц		1	\coprod	\coprod	ļ.	\coprod	\downarrow	
c. Responding to an energency: use of		ı		ļ,					<u>l</u> i		\coprod		1	l			\prod]	\prod				1		\prod			\coprod	\coprod	1	\prod	\downarrow	Piclie .
available resources and information											Ц			Ц			\prod	\prod	\downarrow	\prod			Ц				\downarrow	_	 	\coprod	\downarrow	Ц	\downarrow	
d. Importages_of medical check up	1	l		2 4	Ц		1			Ц	Ц	Ц		\coprod			\coprod		l			1		₫.	4		4	_	\coprod	$\perp \mid$	-	\coprod	\downarrow	
.e. Proper use of insecticides	1.	Ш			ı					\coprod	J	Ц			\coprod		\prod	\prod			\prod	\perp	Ц				1		\coprod	$\downarrow \downarrow$	_	\prod	\parallel	
										\prod	\prod					, .	\prod	Ц		Ц	Ц		\coprod	ŀ	_	\prod	_	1	\coprod	\coprod	\downarrow	Ц	$\downarrow \downarrow$	
f. Recognize lice/bed bugs	1.	Ц		1	Ц	\prod			Ц	\prod	\coprod	IJ		Ц	\coprod		\prod	\coprod	\downarrow		Ц		Ц	_	_		1	4	\prod	\coprod	_		Ц	•
g. Affect of environment on beetth	2	Ц		2		\coprod			Ц		\prod	\coprod		\coprod	Ц			1	1	Ц	\coprod		1	4		\prod	Ц	\downarrow	\coprod	$\downarrow \downarrow$	\downarrow	\coprod	$\downarrow \downarrow$	KE- 1
h. Amore of elactive surgeries	ı	\prod		l					Ц	Ц	Ц	\prod		\prod			\coprod	\prod	1	Ц	$oxed{igg }$	_		Τ,	1	Ц	1	\downarrow	\coprod	\coprod	1	\coprod		
1. Knowledge of over the counter medicines	5			3				l			Ц	\coprod	1	Ц	Ц		\prod	\coprod	l	Ц	Ŀ	1	Ц	Ļ	1	Ц	\downarrow	4	\coprod	$\downarrow \downarrow$	1	\coprod	\coprod	
j. Enow where to go far health core end	ı			l					\coprod	\coprod	\prod	\prod		\prod	\coprod		\prod	\prod	1		Ц	↓.	\prod	\downarrow			\parallel	\downarrow	\coprod	\coprod	\perp	\prod	$\downarrow \downarrow$	
information		\prod							\parallel	\coprod	\coprod	\coprod		\prod	Ц			\prod			Ц	<u>'</u>	\prod	L		\coprod	\coprod	\downarrow	\coprod	\coprod	\downarrow	\prod		
k. Enbelodge of common disease (communicable)* 3		1	2			1			\prod	\coprod	\coprod		\coprod	\coprod		\prod	\coprod	.	\coprod	Ц	_	Ĺ			\coprod	Ц	\downarrow		1	1	\coprod	片	,
1. Know family medical history	1	\prod		1		1				\coprod	\prod	\coprod	1	\coprod	\coprod		\prod	\coprod	\perp				\prod	Ц	•	Ц	\coprod	\downarrow	\coprod	\coprod		\prod	\parallel	
m. Know the importance of immunisation	4			1 3			ı	ı				Ľ		\coprod			\prod		\downarrow		\prod						$\downarrow \downarrow$	_	<u> </u>	Щ	_	\prod	\coprod	
n. Mental heelth swereness	5 `	\prod		5		$\left \cdot \right $					\prod			\prod								1 1	1].					L	KR-1

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A PERSON LEAVING HIGH SCHOOL SHOULD SE ABLE TO	total frequency	nistration , .	nt	er	can	5	n San Jose	neton Hilloger	Mille		nost.		, total	3	vale	, ol	THE	ont .	noor ·		nor	1.	,	Total Control	1	on San Jose	on Valley			je Je	nont	raon 		o Mills	rick	al	See bbrevia belov	tions.	
SELF AND INTERPERSONAL COMPETENCIES	frequency	Admi	Stude	Resid	Ameri	Irving	Missio	William	Cente	Home	Rober	Nega Nega	AME	Blaco	Brook	Cabri	Q.	Glank	Glen	Green	Grime	Hirect		Mare	Marte	Σ		Ž	S Z	Olfve	Park	Patte	Rix	Vallet	War		,.`	·	
PHYSICAL EDUCATION & HEALTH (continued)	r							ł		•	1		[\rfloor							ŀ			\downarrow		1		+	\prod		\prod	\coprod	_					ļ.
o. Preventative health measures	^ <u>\$</u>	Ц		5	ŀ	6			Ц	Ļ	1				1		Ц	1	Ц	-	Ļ	\perp	_	1	1				_		<u> </u> .	\coprod	┦┪	1	\prod		· -		-
p. Proper storage of food	· y' .	Ц		1					Ц	1		1	,3		1	\prod		_		1			1 .	\coprod	1	\prod	4		1	\coprod	4		\coprod	,	\prod		<u>·:</u>		1
q. Know and understand medications and	2	Ц	Ц	2	╧	Ц]	Ц	<u> </u> .	<u> </u>		1	Ц	_	\prod		1	Ц	_					ļ	\prod	14	Ц	_	\coprod	-	H	1	1	\coprod			•	
allergies	-								Ц			Ц	6					. ·	\coprod			Ц		Ш	ŀ	\prod	1		<u> </u>	\coprod	1	\coprod	Ц	1	\coprod			'	-
r. Difference between first mid and medical	5	1	\prod	1 3	1	1		1					1	Ц	1					<u> </u>	oxed	Ц		Ц	1		1	Ц	ŀ	\coprod		L	\coprod	1	\coprod	•	<u>, </u>		-
aid .	•	Ц					Ц		Ц	1		Ц		Ц	\perp					Ŀ	1	Ц	_	Ц	1					\coprod	<u> </u>	\coprod	Ľ	_	Ц]
13. Mutrition	10			10		1		٠ 4		1	1	Ì	ı		1	l	1	1			1	Ц	1	\coprod	1	Ц	\downarrow		<u>, •</u>	\prod	1	\coprod		_	4	PL	fa_		1
a. Know proper diet for an illuess	5	Ц	1	1 3			2	_	Ц	_	4		1	Щ	1		Ц	1	1				1	\prod	1	ŀ	_	Ц	1		+	\coprod	\coprod	1	\prod	/			┨.
b. Know proper nutritional meal (diet)	18	1	2	114		. 2	2	1	l	1	1	Ц	1		1 1			1	i	1		1	1		1		1		_	H	1	1	\coprod	+	\prod				-
c. Know four basic food groups	11	Ц	1	3 7	l	<u> </u> 1	1	4	Ц	\perp		\coprod	1	Ц	Ţ		Ц	1	Ц	1	i	1	1	\prod	4		1		1	\coprod	<u>ļ.</u>	1	\coprod	1	\prod			•	
d. Know content (celories, protien, vitamin,	7	Ц		2 5	1	1	1	1	Ц	_			<u> </u> 1	Ц	ļ					1		1			1	Ц	1	Ц	\downarrow	Ц		1	4	_	Ц			,	-
preservatives, additives to the		Ц	\coprod				<u> </u>	1	Ц			Ц	ļ		\downarrow			_		ļ	⁷ .	\sqcup	<u> </u>	\coprod	\downarrow	\prod	\downarrow	Ц	_	\coprod		4	\coprod	+	\coprod				-
e. Know different vitamins and supplements	9		2	1 6		1	2	<u> </u> 1			1	Ц	1		1		Ц	_		1		\prod		\coprod	<u> </u>	Ц	1	Ц	q	\coprod	\perp	\coprod	\coprod	+	\coprod		,		-
f. Know how to plan weight - loss/gain diet	3, ,	\coprod	1	2	1		\coprod	-				\coprod	\perp	1	1		\sqcup	1	Ц		Ц	Ц	1	\coprod	1		+		1	\coprod		H	\coprod	+	Ц	-			-
g. Know health dangers of different foods,	6	Ц		2 4		1	1	1	Ц		<u>.</u>	Ц						1	1		1		1		1			Ц	1	Ц	l	\coprod	\coprod	1	\coprod	r			
smoking and alcohol		Ц	\coprod								Ŀ	\coprod		\prod	L	Ц		1					1		1			\prod	_	\coprod	\perp	Ц	\coprod	_	\prod		, - -		-
h. Know advantages and disadvantages of	3	Ц		1 2		1	\coprod				1	\coprod	1		1		╽	<u>'</u>	Ц	ı	Ц			\coprod	1			\prod	1	\coprod	1		\coprod	1	\coprod		<i>;</i>		
dieting	a .	Ц	و ا											Ц	\perp		\coprod			ļ.		\coprod	1	\coprod	_	Ц			_	\coprod		Ц	IJ		\coprod				
i. Know how the body uses the different	2			1 1		ı			Ц			\coprod		Ц								ı		\prod									Ц						
) foods	•											Ц						\perp							-						, ,			}			<u>, </u>		
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CZ Citizenship
EC Economics
EH Enotional Health
EE Energy &
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ExV Examination of
Values
PL Family Living

CROSS REFERENCE

FA Fine Arts
HR Human Relations
CSP Occupational Selection
a Preparation
Com Communications
LT Leisure Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Soc Past, Present & Future
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Fremont Unified School District	i.	PROGRAMEY I	;	Sr. High	Jr. Hi	gh ·	E	lomen	ary	r	gal.				•		•	. ,		,			CACOM FABRUA	MACT
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	total	Administration Business Student Teacher Resident		hon San Jose hington	kins kins	rnton	so vada	r okvale	dbourne	mont i	nmoor	mmer &	ech ch onev.	rshall 7 ttos	and San Jose	Wry	1	ris	kmont	noids	Low Mills	im Springs	See abbreviat below	
SELF AND INTERPERSONAL COMPETERCIES	frequency	Stud Resu	靴	Ken Was		Thou						ÜÏ		Ma		ΣΣ				P. P.	Rix >	Na S		. •
PHYSICAL EDUCATION & HEALTH (continued)	1 •											10/												
j. Enow cooking methods for foods; effects	, '5	1 5										1	1							1		\coprod		,
of	, 1						\prod												Ш			\coprod		
k. Awareness of synthetic foods.	1	1	\prod										ı			.								
1. Be able to recognize food fads	1	1			,						1			•										
m. Aware of health and dental insurance	3	3	T i				Ш	†† -			\prod				1									
	1 1	1	T		Q.		П	H	,	1,				•										
n. Know basic arithmetic	1	1	Ħ	1			M,									1						\coprod		
p. Being able to read and follow directions	3	1 2	8	1 2		,		-									ľ		Ц			\coprod	<u>'</u>	
14. Personal Hygiene: Knowledge of	21	2 2 17	ll	1 1 1		.[1]_	1	1 1 1		1	1	1		1	1		,]]	1		1	4	<u> </u>		,
a. Dental hygiene	à	1 7		1 1.					,		1	ı		1 1	1			1	Ц		Ц	Ц		
b. Grooming +	13	2 1 10	1	2 1		,	1	1			1	ı		1	1	1			1	1		\coprod	CP-48,g; OSP-3a,b	
c. Dressing for the occasion	?	2 5	1	ı			l	1		1		1 1							Ш	Ц		Ц	OSP-3a,b CP-4a-g	
d. Use of cosmetics and deodorants	4	1 3		ı			1				1							1					FL-8	
15. Bow to Reduce a Fever	1	1		ı								4							Щ					
16. Menstrustion	. 1		ď					1		.									Ц			\coprod	1.	- ,
17. Proper Manners and Behavior	r '2 '	2								1			g i									\coprod		
18. Advantage of Showing a Respectful Attitude	1	1			9.														\perp	$oxed{ig }$		\coprod		
19. Know What to do For a Heart Attack Victim	4 3	1 2	1	12			1			\prod						i				ا	1,00	\prod	,	
20. Know the Basic Signs of Life	1	1						-	\prod		ı						-					<u> </u>		
21. Proper Procedure for Notifying an Accident	1	1	1							\prod		.4			T			·	1				FL-11	

CZ Citizenship
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SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Teacher Resider	Americ	Kenner	Mission	William	Hopkin	Robert	Thomt	Awre	Blacow	Brooky	Chada	Durthar	Glankle	Gomes	Grimm	Hacien	Lettch	Malon	Mettoe	Mission	Monte	Siles		Oliveri	Park	Patters	Rix	Warm	Warwi	
PHYSICAL EDUCATION & HEALTH (continued)			7											T																		,		
22. Know When to and Not to Move an Inju	1 '			1														·							1				1					
Person				, .																							Ŀ		Ц					
23. Know Emergency Distress Signsl/Sign	1			1	1					1		П									•			<i>i</i> .									l l	7L-11
24. Know How to Administer Medicine for Common	1	1	1		l							\prod		Ī													•							
Colds/Flu								\prod				П				П							$\ \ $,	1							·		···
25. Know the Location of Emergency Exits	1	\prod		ı				\prod				J	ı																				1	L-11
26. Participates in Sports on Mil Levels	4	П	П	4	T		1	\prod				\prod				1 1									1					\perp	Ц			. ,
27. Know How to Prevent Acne	2		2	·	1.	1		\prod				\prod												, ,			1				Ŀ			,
28. Hair and Skin Care	4	П	1	3	l			\prod				П]									ı	Ц	<u> </u>		1		Ц			
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1. Read = Newspaper, Periodicals	10	1	1	1 7		1	3	\prod						1					1	<u> </u> 1				1 1						,	\coprod			om-lk,n
a. Be able to read and comprehend	13	$oxed{1}$	l	2 9	2	1	2	1			1	\prod		1	•					1 1		1	\prod	1		1								
b. Be able to distinguish fact and non-fact	8		l	1 6	l	ı	1				l					\prod				1 1			ı		[1								
c. Locate and apply information gained	4			2 2		ı	2					\prod											\prod			ı		ŀ					\coprod	
-apply for a job	2		\prod	2			ì	\prod				\prod								l		•	\prod										وا	P-la-h·
-reply to an ad (read)	3			1 2		l	1	ı																									C	P-la-h
d, Read critically	2		7	1 1			ı		\prod										\cdot						\int	ï								
e. Recognize various sections of newspaper	6		\prod	1 4			1		\prod		ı	П	T	T		П					П		ı			\prod				1				

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 Soc Pest, Present M. Future
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 & Health
 Uol Use of Information
 UID Unidentified



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Fremont Unified School District	(•		PRODUIT TYPE!	MANÉY A OF GADI	# T	3	r. Hi	igh		<u> </u>	Jr. 1	High	J		E	011101	nter	<u>"</u>				-	_			. '	•			_		_	_	_				,	. <u>*</u>	_ ca	1055 (167		_
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	· · · · · · · · · · · · · · · · · · ·	stration	9		tiffed	E S	Ny long	aton.	Bor- Hillyiew	ollio.		noe	LO #		a ,		Jake Jake	Ourne	-	Br.	001			ap					San John	Mission Valley].		Q	2008	Tou.	900	o Mills	Springs	ab	See bbrevia belov	iations	* \$4
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g. Aware of current events	1_	H		+	+	+	1	+	+	+	H	H	+	H	+	-	+	$\frac{1}{1}$	+	H	H	+	+	H	+	+	H	+	+	H	+	+	H	+	+	H	+	H	+	C77	-1c		=
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, s. What agencies are available	6	#	#	2 1	1	++		+	++	1	+	1	+	\dagger	+	1	+	+	+	++	\int	+	+		+	+	I	+	+	Ħ		1			1		1		1				
b. Where to get free legal councel c. Know civil court judicial system	, 1							Ţ		Ţ							\int]			P			Ţ	1]			$\Big]$			}		-		+				4,
d. Know legal rights	3			1			<u> </u>	<u> </u>	\prod	1	<u> </u>	\prod	$\downarrow \downarrow$	4	1	$\prod_{i=1}^{n}$	+	\prod	-	 -	\prod	+		<u> </u>	<u> </u>	<u> </u> -	$\prod_{i=1}^{n}$	\dashv	+			+	1	\dashv	+	4	+	$\frac{1}{1}$	+	-	<u>.</u>		-
-dealing with police	1	\prod		Η,	1	4	+	+	$\downarrow \downarrow$	+	+	+	#	+	4	H	+	$\frac{1}{1}$	+	+	+	+	#	H	+	+	H	+	+	$rac{1}{2}$	H	+	1	+	+	$\frac{1}{1}$	+	$\frac{1}{1}$	+	-			+
-as a homeowner	1 ,	H	+	4	4	4	+	+	#	+	+	+	+	H	+	H	+	+	+	+1	+	#		H	+	+	H	d	+	H	H	+	1		+	+	+	+	$\frac{1}{1}$	-			+
-consumer laws	1	H	+	1	+	+	+	+	 	1	+	+	+	+	+		+	+	+	+	H	+	+		+	+	H	+	1	 		+	\parallel		+	1	+	#	+		-9s-h oc-2h,	h; ,3b;VI	מת
3. Read a Map	15	\dagger	T	3 3 9	+	+	3 3	3 2 2 2			+		1	H	1		+	+	+	+		+	+	1	1	1		1				1		T	1				1		Ą	.	
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c. Understand mileage and scale	12		2	2 2 8	8	ا ا	2 1	1 2		1	+	1		4	1		+		+	<u> </u>	Ц	+	+		+	+		1	+	í	H	+	\parallel	H	<u> </u> ;	4	+	\prod	+	_	ņ		4
d. Types - building, bus, city, shopping	1,	\coprod	 	 	1	<u> </u>	\prod	+	$\downarrow \downarrow$	+	<u> </u>	1	\bot	#	<u> ,</u>	\prod	+	\prod	+	+		+	+	4	+	+	$\frac{1}{1}$	H	+	\parallel	H	+	\coprod	H	+	H	+	$\frac{1}{1}$	+	-	,		-
e. Calculate travel time	1	H	\bot	#	+	+	H	+	4	H	+	1	#	+	+	$\frac{1}{1}$	+	H	+	+	H	+	+	4	+	+	H	H	+	H	H	+	H	*	+	H	+	H	+	-			+
f. Calculate expenses	1.	+	+	1	+	+	H	+	+	H	+	1	+	+	+	H	+	+	\dagger	+	H	+	+		+	+	+	+	+	H		+		$\mid \uparrow \mid$	+	+	+	\dagger	+	-			7
g, How to fold neatly	6	H	+	1 5	+	+	1	+	+	1	+	+	1	+	1	+	+	+	+	+		+	1	H	+	1	+	†	+	1		†	\parallel		†	+		+	1		<u>-</u>	٠,	1
h. Know directions i. How maps organized	2	+	H	1 1	+	Н	2	†	+	1	+		1	\parallel	Ť	+	+	+	+	+		1	+		 	+			T		П	\uparrow			T								

- YZZ Citizenship
 EC Ecosonics
 EH Enotional Health
 EE Energy &
 Environment
 Ex Y Examination of
 Yalnes
 FL Family Living

- FA Fine Arts
 HR Human Relations,
 OSP Occupational Selection
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 Con Communications
 LT Leinwe Time
 CP Carrer Planning
- MA Mathematics
 S&T Science & Technology
 Soc Past, Present & Future
 Society
 PEH Physical Education
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Fremont Unified School District			PROFES	VENCY I	W ,	Sı	, Hi	gh		Jr.	High			Ele	ment	ery					•		-	•	,							•	_		a	niji sarana
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SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Student	Teacher	America	Irvingto	Mission	Washin	Center	Hopkin	Roberts	Walters	OBINE	Biscow	Brookv	Chadbo	Durhan	Glankle	Gomes	Green	Hecience	Hirach	Melone	Martoe	Millard	Mission	Mowry	102 2	Nortis	200	Parkmo	Reymok	Valleyor	Warm		•
USE OF INFORMATION (continued)						ľ																	-						-			\prod		\prod		
j. Know different types of maps	3		2	1			11	Ц		ľ		Ŀ								1	Ц	\downarrow				\coprod	ļ.	-	\downarrow		\downarrow	\prod	\coprod	4	ŀ	12
k. How to locate towns, atreets, roads	, 4	Ц		2 2	\		1	1	Ц							Ì					1	4	Ц		1	Ц	\downarrow	\coprod	\downarrow	\coprod	1	4	\coprod	4	Ļ	• •
1. How to use a compass	1	Ц	1				12	<u> </u>	Ц	_	\prod	Ц	Ш	Ц	╝	1				4	Ц	\downarrow	\coprod	\downarrow	Ц	\prod	\downarrow	$\downarrow \downarrow$	\downarrow	\coprod	\downarrow	\coprod	ļ	$\downarrow \downarrow$	<u> </u>	
m. Basic math for computation of mileage	3	Ц		1 2		Ц		1	\coprod		\prod	Ц	1]		Ц	Ц	╽	Ц		\coprod	_	\coprod	\prod	igert	M-	la .
n. Use letter and number coordinates	2	\coprod	Щ	1 1		Ц	\perp	1	\coprod	1	Ц	Ц				L.				_	Ц		\coprod	1			<u>.</u>	\coprod	\downarrow	\coprod	1	\coprod	Ţ	\downarrow	L	
o. Able to read	3		\coprod	3		Ц			\coprod		\coprod	Ц	i							_	Ц		1	1		\coprod	\perp		_	Ц	_	\prod			Com	rla
p. Able to give directions	1	Ц		1												·		Ц		1	L				ŀ	\coprod	\perp	Ц	\perp	\coprod	1	\coprod	\coprod		L	
q. Encwledge, of stlas and/or globe	3	Ц		3	1	Ц	1					Ц	Ц					Ц		1	Ц					1	1	Ц	_	1	\downarrow	\coprod		1	L	·
r. Able to read road signs	2	Ц	\coprod	2		ŀ				,					1		ŀ	Ц		1	Ц		\coprod			Ц	┵	Ц	\perp	Ц	\perp		\coprod	Ц	L	
s. Able to select most direct route	2	Ц		2					\coprod			Ц					<u>.</u>	Ц						1	1		<u> </u>	\coprod	\downarrow	Ц	\perp	Ц	Ц	1	L	
t. Vacation preparation	1.			1		X	\perp	4	1			Ц	<u> </u>								Ш		\coprod			1		\coprod	_	\coprod	\perp	\parallel	\coprod	\perp	Ĺ	· ·
u. Able to read latitude and longitude	1		1				I	1	Ц	\perp	Ц	Ц						Ц			Ц	ŀ	Ц				\perp	Ц	1	\coprod	1	\prod	\perp	<u>. </u>	L	
.4. Read and Understand a Legal Document	8		_	8	1	ĺ	<u>.</u>		1	1							1				Ц				1	ı	1	Ц	╽.	1	\downarrow	\coprod	$oxed{ig }$			
a. Legal terminology	5		\coprod	5		l]												Ц					1	1	Ц	\perp	1			Ц		<u> </u>	
b. Use library to find legal terms	1	\coprod	$ / \! / \! $	1							•													Ш			1	\prod	\perp		\perp	\coprod			Ŀ	
c. Various legal contracts	12		2	2 8	\perp	1	1	2	1	1					1		1	\coprod					<u></u>	Ш	1		1	\coprod	ı		\downarrow		\coprod			
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credit, bank, work, union, installment,																																	ŀ	\perp		
interest, health, rent																																				Ç-a
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d. What you are signing

CROSS REFERENCE

CZ Citizenship
Ec Economics
EH Emotional Health
EE Esergy &
Environment
Ex Examination of

Values FL Family Living

FA Fise Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Communications
LT Leisure Time
CP Career Planning

MA Mathematics
S&T Science & Technology
Soc Past, Present & Fature
Society
PEH Physical Education
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Uni Use of Information
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Fremont Unified School District			mpi iyyi	ianti i Maria	;	Sı	. Hig	, {		lr. Hi	gh	I	E	emen	tery							•	_				,	1	· ·	_		,	CR 0	er favillatel
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e. Your legal rights	7	1	1	1 4			1	1	1			\coprod					1					l j		<u></u>				$oxed{igspace}$	Ц				CZ-1	c
f. What managers can and can't do	1		-1				\coprod	1				\coprod			\coprod	\prod			\prod	\coprod			\prod	1		\coprod	1	\downarrow	\coprod	_		\coprod	<u> </u>	· ·
g. Difference in written and verbal	1			1	\downarrow			\perp		\prod			1	\coprod	\prod		1		\prod	\coprod		\coprod	\prod	1	\prod	\prod	_		\coprod	_	\prod	$\prod_{i \in I}$	_	
h. Don't sign under pressure	1	1			1	\prod	\coprod	Ц		4		\coprod		\coprod	\prod		\perp				\downarrow	\prod	Ц	1	\prod	\coprod	\perp	1	\coprod				_	. '
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s. Library - card catalog, paperbacks,	•	\coprod			\perp	Ц	\coprod					\coprod	1		\coprod		\perp	Ľ			<u> </u> .			\downarrow		$\downarrow \downarrow$	_	\coprod	\coprod			\prod		
general resources, newspapers, megazines		Ц	Ц				\coprod	Ц	4		\prod	\prod	_		\coprod	\coprod		\parallel	\prod	\prod			\coprod	1		\coprod	\downarrow		$\downarrow \downarrow$	$\downarrow \downarrow$	Ц		-	<u>, '</u>
encyclopedia, dictionary,		\coprod	\prod		\downarrow		\prod	Ц	<u> </u>			Щ	<u> </u>	Ц	\prod	\prod			\prod	1	_		\coprod	+	\prod	$\frac{1}{1}$	4	+	igert	4	Ļ	\prod	_	1
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b. Connercial sources of information		Ц		Щ	\downarrow	\coprod		\perp	<u>'</u>				4		\coprod	\prod			\coprod	\coprod	4		\prod	4		\prod	$oldsymbol{\perp}$	\downarrow	H	<u>. </u>	Ц	\prod	_	
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g. Recreation department	. 6		\coprod	1, 5	l		\prod	\perp	1	, <u>1</u>		1	1	1	\prod		\coprod		\coprod	\prod	\downarrow	\prod	\coprod	+	1	\prod	_	1	\coprod	4			\downarrow	
h. Consumer agencies	16	1	1	410	2	1 2	1	\coprod	_	Į l			\downarrow	1	\prod		1	\parallel		1	· i	1	\prod	* :	\prod	\prod	_	1	1	$\downarrow \mid$	1	\parallel	-	 —–
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 FL Panily Living

- FA Fise Arts
 HR Human Relations
 CSP Occupational Selection
 & Preparation
 Con Communications
 LT Leifter Time
 CP Career Planning

- MA Mathematics
 S&T Science & Technology
 Soc Pass, Present & Future
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 PEM Rhysical Education
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Skills Aucument

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SELF AND INTERPERSONAL COMPETENCIES	total	Admin	Studen	Teacher	Uniden	Irvingto	Kennek	West N	William	Hopkin	Robert	Thornt	SE SE	Blecover	Brier	Cabrillo	Ourhe	Fremo	Glenm	6 6 6 6 6 6 6 6 6 6 6 7 7	Gramm	Tirach	Leitch Participant	Mersh	Nike d	Nie i	Mown	1 5 2 2 2 2	NOT S	8	Parkm	P P	Velle	E S		
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k. Transportation	% 1	Ц		1		1		\perp			\downarrow		\coprod	ŀ		\prod		<u>.</u>		_		\prod		Ц	1]	Щ	\perp		\prod	٠	1	$\downarrow \downarrow$	4		
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n. Government services (veterans, welfare,	16		1	3 12	2	2 1	2	2	1	1	Ţ.		ı			1	\perp		Ц		1		1	Ц	L			\perp	1 1		1		\coprod	1	CZ-1c	
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y. Investment	3			2 1	1		,						\prod			\prod													l						EC-7	
z. Marriége/family/crisis intervention	3			3							\int		\prod		ŀ						ı								1		ı		<u></u>		Firlb	
6. How to Use the Library	30	1	1	1 27		2	í	2	1	1	1 1	l	ı	ı	1	1	1		1			ı	ı	ı	1 1	1 1			1		1 1	l		1 1	CZ-le; FA-	3∎
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CROSS REFERENCE

CZ Citigenably
EC Economics
EH Emotional Health
EE Energy &
Environment
Ex' Examination of
Yalnes
FL Family Living

FA Fine Arts (*)
HR Human Relations
OSP Occupations I Selection (*)
& Preparation
Con Communications
LT Leibure Time
CP Career Planning

MA Mathematics
SAT Selence & Technology
Soc Peat, Present & Future
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PEH Physical Education
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Fremont Unified School District		-						,						3		,	,				-	RE(QUE	NC	Y 8 1	A	TE	ND.	4/4	CEA	RE	4		
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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration		nt tiffed.	an A	y San Jose	shington liangon Hillyine			5				910	Xurne n,	, L	90		5.4		X		San Jose	Valley.		,		Ş	Ç	5	Mills	X	See abbreviat below	
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Pasider	Americ	Kenned	Washin	Course	Horner	Thornt	Waiters	Blacon	Brior		Durha	Glankle	Glenm	9	E CONT	Hirach	Malor	Mattos	William	Witte	Niles	7 2 2		Offvor	Patter	Heyno Xix	Vallero	Warwi	•	
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c. Dewey decimal system	13		1	12		. 1	1	Į.	1			1			1		1			1			1	1			1	1	\prod	\perp		1		
d. Library card	2			2																				1	1			1			\downarrow	\coprod		_
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f. Book check out and return	2			2							\prod			1	7							4										\coprod		
g. Periodic guide.	5		1	4			1				Π			ŀ			1			1				J.)		•		1		4	٠.	
h. Use of thessurus	1			1		•	4					·		1	ŀ								'	1	*							\prod		١,
i. Being quiet	4			4								1		ı	ı	,										1			\coprod					<u>/</u>
j. General orientation (references and use)	8	1.	1	Ë			1	1				1		1	1				7,		Į]			,
k. Dictionary	18		1 1	16	1	1	2					1		1		1	1			1	1				1	•		1 1	1	1]	\coprod		
1. Reader's guide	2		1	1			1							\prod		,				•	,								1				<u> </u>	
m. Ask questions	4	1	1	2	-		1														1							,				\coprod		
n. Research and skills	11	1	1 1	8		1	1	1	ı	l					l							1						1	1				,·	
o, Microfilm	4			4		,					\prod)				1			ı]		'n				Ш		٠
7. How to Use Reference Material	4		1	3		ı 🗌		j		$\llbracket \cdot \rrbracket$	\prod									1					1								Com-la-z	
a. Know how to read	.: <u>1</u> '			1												·						ì							ı					
b. Identify appropriate material	5,	J	1	4		1	-1			-				\prod_{i}						1		1			1				[.]			\prod		
c. Consult with Better Business Bureau	3		1	2		1							١]				\prod			1			1				\prod		
8. Be Able to Follow Directions	6		1 1	4	i		1		,					,	1					ì	[]	1/2	1	[-]			$\left[\cdot \right]$	1			<u></u>		8xV-5j; F L	-3b
, a. Read all directions	7		1 1	\top	1		ì	1,			Ī				1		,					1	1							41		\prod		
b. Read critically '	3 .		1 1	\neg	1		1			\prod		1			1	П		[]	Į.		Π	П	П		П								CP-22∎;Co	-ls

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EE Economics
EE Energy &
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Ex*V Examination of
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FL Family Living

FA Fine Arts
IR Human Relations
OSP Occupational Selection
Expression
Conformations
LT Leisure Time
CP Carrer Planning

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c. Listen critically	1	П	1	,		l,			•							\coprod						.			\coprod		H	Ц	\coprod		
d. Ask questions	1		1			,1												\prod			1				\prod		\prod	\prod	\coprod		
e. Draw inferences	2		1	1		1		· 1										\coprod		\coprod	1		1	Ц		_	\coprod	\coprod		<u> </u>	· · ·
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g. Draw'conclusions	2 ,		1	1		1		1	ľ		1					\coprod	\coprod	,	/		1	Ц			Ц			\coprod	\coprod	ļ.,	
h. Execute instructions	. 3			3				1			ı			Ц			\coprod				\prod			\coprod		1	\coprod	\coprod	$\downarrow \downarrow$	Ľ.	
j. On all forms and products	3		ů	3		\coprod	Ŀ				$\downarrow \downarrow$			l l	\coprod	\coprod	\coprod	Ц		<u> </u>	Щ	1	1	\coprod	\prod	· 1	\coprod	\coprod	#		,
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Procedures	,	\prod							Ц					\coprod	\coprod	\coprod	\coprod		-	Ц		Щ		\coprod		Ц	Ĺ		\coprod	_	
s. Selection of a doctor	3			2			1	ļ.	1	Ц	Ó	1				\coprod	\coprod	\parallel	\prod		\coprod	1	ų .	\coprod	\coprod	Щ	\coprod			<u> </u>	
b. Who to call for smergencies	4	_	ji	3	1	Щ		<u> </u>	1	\coprod	Į.	•	\coprod			\prod	\prod	\coprod	\prod			\prod	1	\coprod	-	$\perp \mid$	1	\prod	\coprod		
c. Endw shout your hospital and who works	1	\coprod		\coprod	\prod		4		Ц		\prod			\coprod			\coprod		-	\parallel	1	<u> </u>	+	$\!$	\coprod	\coprod		\coprod	4	<u> </u> _	
there				<u> </u>		<u> </u>						ľ		<u> </u>	<u> </u>				\coprod	\prod	$\perp \mid$	\parallel	_	$\!$		┦	$\!$	\prod	$ \downarrow \downarrow $	<u> </u>	#
d. Help in atrange town	1	,	1	\coprod	1		_	Щ	4	Ц			-				\coprod	\prod	 	$\downarrow \downarrow$	\coprod	-	+	igert	1	\bot			\coprod	-	•
e. Selection of Hospital Plans	1		1				1				1	1		\prod	Ш		\coprod	\coprod	\prod			$\downarrow \downarrow$	_	igert		1	$oldsymbol{\perp}$	\coprod	$\downarrow \downarrow$		
f. Know besic first aid	3		1	2	i		\perp	\parallel	\prod		1	ſ		-	\prod		1	\prod	4	\coprod	\prod		_	\parallel	\prod	\bot	1	\parallel	\coprod	CZ-1	c;Com-2t
10. Use of Telephone System	, 6		1	5	1			<u> </u>	\perp	1	\coprod	-			\coprod		1	\prod			1	1	+	\parallel	 	\dashv	 +	-	\coprod		٠.'
a. How to use telephone directory	11	\prod	2	9	1	1	1			1	1	_	\coprod	\parallel		\prod	1	\prod		\prod	1	1	1	\vdash	\prod	1	$\!$		\prod	-	
-how to find county offices	1 1	\prod		1	4	\coprod		_			<u> </u>	<u> </u>		-	\prod	\coprod	\coprod	\coprod	+	\coprod	\dashv	1	+	\Vdash	\parallel	\dashv	4	-	otag	ļ .	
how to find government offices	1	\coprod		1	\coprod		نيل	Ц.		Ц								Щ		Ц		1	.	Ц		\perp	Ц.		Ш	<u>L</u> _	

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ER OF INFORMATION (continued)											Ţ								_			Ц				4		\prod	4	\perp	\coprod	+		
-how to use white pages	3			1 2		ı	1	Ц	Ц			$oxed{\parallel}$		1			\prod	\prod	_	\parallel	$\frac{1}{1}$	Щ	1	ı,		+		ļ. -	4	+	H	\downarrow		
-use the index	2	\coprod	\prod	1 1	\perp	1	1	\prod	\prod		$\downarrow \downarrow$	\coprod		1	\coprod		\coprod	\prod	_		$\downarrow \downarrow$		+	-	$\downarrow \downarrow$		-	<u> </u>	$\downarrow \downarrow$	+	H	+	,	
-how to use yellow pages	5			14	\perp	<u> </u>	1		\coprod	\prod	\perp		\prod	Ц,	\coprod		.		\perp	-		\coprod	+	1	\sqcup	\parallel	\prod	\prod	1	-	\prod	+		
-how to use green pages	1		\coprod	1		1			\coprod		╽	\coprod	\coprod	1.	\coprod		\prod	\prod_{i}	\perp		igg		\downarrow			\parallel	\prod	H	$\downarrow \downarrow$	4	\prod	\downarrow		
b. Proper use of operator	2		\coprod	2	\perp	Щ					\perp	Ц	\prod		<u> </u>		\prod		1	4	\coprod		<u> </u>	1		\perp		╁	$\downarrow \downarrow$	4	\prod	4		
c. To contact social resources	1		ľ	. 1		Ц.			Ц	\prod	1		\prod	1			Ц	$\downarrow \downarrow$	_	\downarrow			-	\coprod		\bot			\bot	+	\coprod	1		
d. Use phone properly	1	Ц		1 3		1		\parallel		Ц	_	Ц	\coprod	1			\prod	\prod	1			1	1	-			4	+	$\downarrow \downarrow$	+	$\frac{ \cdot }{ \cdot }$	+		
e. Laws regarding use of phone	.1	\coprod		1		1		Ц	Ц	\prod	\perp			1					_	\perp	\prod	\perp	_		\prod	+		$\dashv \dashv$	\coprod	+	\sqcup	+	CZ-1c	
f. Figure rates (local and,long distance)	4	\prod		1 3			į	ļ	\coprod	\coprod	_		\perp	1			Ц	\prod	+			·	1	\coprod		$\frac{1}{1}$		$\prod_{i \in I}$	$\downarrow \downarrow$	1	-	+		
g. Pigure message units	2	Ц		1 1			1	1							\coprod		Ц		\perp	ļ	$\left \cdot \right $	4	1	\prod	\sqcup		4	11	$\downarrow \downarrow$	+	\prod	+		
h. Inow symbols and abbreviations	1		\coprod	ï			1		\coprod	\coprod		\coprod	\coprod	1	Ц		$\downarrow\downarrow$		\perp	4		_			\coprod	\parallel		$\!$	4	+	\parallel	-		
i. Proper etiquette	4	Ц	1	3		1		l			ŀ	\parallel	\coprod		<u> </u>		\coprod		\perp	4		1	1	-	\sqcup	\parallel	4	\coprod	$\downarrow \downarrow$	\perp	\sqcup	1	<u> </u>	
j. Use in emergency	2			12				1				Ц		1			4	\prod		1		\perp	1	Ц.	\prod	\downarrow	4	$\downarrow \downarrow$	\coprod	\downarrow	H	+	KK-35:17-	9a -
11. How to Use Transportation	8	Ц		8				l			Ц			1 1			1	\coprod	\perp	1	\coprod	1	1	-	\sqcup	$\downarrow \downarrow$	V	1	-	4 1	H	1	KK-Jb; LT- Soc-2h	
a. Know the different types	4			4	1			1		\prod	\parallel			1	\coprod			\prod				$\downarrow \downarrow$	1		\prod	\prod	-		$\downarrow \downarrow$	1	\coprod	_	• .	
b. Advantages of various types #	. 2		∬	2					\prod			igert	\coprod	1 1				\prod	Ц				1	1	\coprod	\coprod		\prod	\bot	1	\coprod	1		
c. Aware of various schedules q	3.			3						\prod		\coprod		1 1				\$ 8	٦	<i>*</i>			1			$\downarrow \downarrow$	4		$\downarrow \downarrow$	1	\coprod	1.	¥.,*	. ,
d. How to read different schedules	7			7				1	ŀ	1		igert		1	1				\coprod		/ 		1	Ц	\prod	\perp		1	$\downarrow \downarrow$	\perp		1	Com-la-z	
e. How to get from point'A to point B	3		ľ	3		,				1		Ļ	\prod	1			\prod	\prod	\coprod	<u> </u>	l	,1	\downarrow		\prod		4	\coprod	\prod	\perp		1		
f. How to travel economically	2		ļŢ	2						1										.]		1							<u>'</u>	1			ı	

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SELF AND INTERPERSONAL COMPETENCIES	tótal frequency	Admin	Studen	Teache	Vinden	even green	Nimi		Center. Hooding	Homer	Thornt	New York	Azevede	Brier	200	O P	Fremo	Clerc	E 0	Griman	Hinch	Leftich	Meral	Maled	X	Mount	2 2	Noni	50 50	Patter	Rix	Valo	Werra	,
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g. How to make reservations	2		Ť	2																		1	Ц	1				Ц		\perp	Ц		1	
h. Mources of information - agents, cetalogs	. 2	\prod		2				1	\coprod	\coprod	\prod				1				\downarrow		$\downarrow \downarrow$		\prod	1			<u> </u>	\coprod	1	igspace	\downarrow	\coprod	\downarrow	
phone book, other sources	,,	\coprod					Ц	Ŀ		\prod	\prod	_		\coprod				Ц	1	Ц		1	\coprod	1		\prod	_	\sqcup	\coprod	\coprod	4	\coprod	_	
i. How to finance a trip (cost)	2	\coprod	\coprod	2			\prod			\prod	4	1		\coprod	ŀ		l	\coprod	1	Ц		_	\prod	1	1	\prod	+	\prod	$\downarrow \downarrow$	$\downarrow \downarrow$	$oldsymbol{\perp}$	H	1	
j. Now to follow directions	1	Ц	Ц	, 1	1		\prod	_		\prod	\downarrow	4		\coprod	\perp		1	\prod	_	\prod		_	\prod			\coprod	+	\coprod	$\downarrow \downarrow$	\downarrow	$oldsymbol{\perp}$	\coprod	Τ΄	
k. Discounts for handicapped	1		\prod	1	1			_	\coprod	\prod	-	_			\downarrow		ļ	\parallel	+	\Box	\prod		\coprod	_	_	\coprod	+	\dashv	\prod	4	+	ig	+	,
1. How to make change:	1	\coprod	\prod	1	4		\parallel	+	\parallel	\prod		-		\prod	\downarrow	-	1	\coprod	\downarrow	\prod	\coprod	+	H	-	+	H	+	H	$\!$	\dashv	+	igert	+	Ec-1d
m. Assure promptness	·1			1	4	\prod	\coprod	\downarrow	1,	,	4	4			+	-	\prod	H	┿		-	+	\coprod	-	-	H		\vdash	\coprod	otag	+	H	+	
n. How to claim baggage	1		\parallel	1		\prod	$\frac{1}{1}$	+				+	<u>, </u>	H	+		-	\sqcup	\downarrow	-	\coprod	+	H	¥	+		+	\dashv	1	H	+	\coprod	_	
o. How to report stolen property	1	H	\parallel	1	+	H	$\frac{1}{1}$	+	\coprod	H	\mathbb{H}	4		H	+	4	+	H	+	\prod		+	╁	+	+	H	+	+	1	+	+	H	+	
p. How to make accommodations, reservations	1	H	+	1	+	H	H	\downarrow	\parallel	H	+	+		H	+	+	H	H	+	H	H	+	H	H	+	H	+	\dashv	+	+	+	₩	+	
.q. Tell time and tell zones	2	H	+	2	+	-	$\frac{1}{1}$	+	\parallel	$ar{H}$	H	+	+	H	+	+	H	H	+	H	H	+	H	+	+	H	+	1	H	4	+	${f H}$	+	FL-70;MA-3h
12. Know end Utilize Survival Techniques	2	-	-	_	+	H	H	+	$\!$	H	H	+	Н	1	+	+	+	H	+	H	H	+	H	\dashv	+	H	+	+	H	H	+	H	+	71-Mk
, a. Understand environment	2		1	<u>' </u>	+	H	H	+	H	H	H	╁		H	+	+	H	H	╁	H	H	+	H	Н	+	H		\dashv	H	H	+	H	+	
b. Safe foods to est	2	-	1	$\frac{1}{1}$	+	$\ \cdot\ $	H	+	${\mathbb H}$	H	H	+	+	\parallel	+	\dashv		\parallel	<u> </u>	H	H	+	H	H	+.	H	+	+	++	╁	+	H	+	,
c. Mapa and compass	1		+	+	+	+	H	+	$\!$	H	H	+	H	H	+	+	-	H	+	H	H	+	H	H	+	H	H	+	H	H	+	${\dagger}$	+	
d. Ways of attracting attention	1	H	11		+	$\frac{1}{2}$	H	+	\dashv	 	3	+	1	-	+	+		╁	+-	╁	H	+	H	H	1:	H	+	+	${\dagger}$	+	+	H	+	6
e. How to hunt food and water	1 :	H	+		+	H	H	+	$\!$	-	H	+	-	╁╁	+	+	-	H	+	H	H	+	-	\mathbb{H}	+	H	+	+	H	\forall	+	H	+	1.00
f. Able to build shelter	1	H	+	1	+	\parallel	H	\mathbb{H}	+	-	H	4	+	$\frac{1}{1}$	1	\vdash	╫	H	+	H		╪		H	+	H	H	+	H	H	+	H	+	
g. Different types of survival	. 1	Ц		1	L	<u>.</u>	П	Ш	Ц	<u> </u>	\coprod	1		Ц	.] .	Щ	Ц	Ш	<u>].</u>		Ц		Ц	Ш	1	Ц	Ш	Ц	1	Ц	4	Ц	Ŀ	

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SELF AND INTERPERSONAL COMPETENCIES	total frequency		Studen	Reserve	1	Franch		****	3	Hoffm	Thom		A CONTRACTOR	Origin	Cabook		Fremo	E		Crimo	Hirsch	(Color	<u> </u>	1		Money	2 2 2 2	Z Z	00	4	Heymo		E	
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h. Parning	,1			l		,				l								Ц		Ц			Ц	Ц		Ц		Ц	\perp	\downarrow	\coprod	1		
13. Operation of Business Machines and Records	2		1	1		1			Ц	\prod	\coprod			\coprod			\coprod	\coprod	\downarrow		Ц		\coprod	\prod	\downarrow	\coprod	\perp	Ц	\coprod		\coprod	\downarrow	1	
a. Beaic data processing equipment	1			1					\prod	1	\coprod		\coprod	\coprod				\prod	\downarrow		\perp		\prod	\coprod	1			Ц	\coprod	\perp	Ц		1	
b. Mintain simple records	1			l					\prod		\coprod							\coprod		\prod	\coprod	ŀ		\prod				Ц		_		1	1	
c. Ability to file and retrieve records	2	\prod		2					\prod	\prod	\coprod			\prod				╽			\coprod		Ц		1	\prod		Ц	\coprod	ŀ	Ц			,
d. Operata machines	1 ,			1				Ц	Ц		\coprod								ŀ			<u> </u>		,		Ц		Ц	Щ	1		ŀ	1	
-hand held calculator	2			2	\coprod				\prod	\coprod	\prod				\perp	_		\coprod		ŀ		_			1	Ц	\downarrow	Ц	Ш	1	\coprod	1	1	
-typewriter	4	Ц	1	3		1 1			Ц	Ц		╽						\coprod				_		\coprod	1	1		\prod	\coprod	\downarrow				
-adding machine	1	Ц		1			٠							Ц					,	Ц	Ц	_		\coprod	1	Ц		Ц	Ш		Ц	-	Ц	,
-cash register	2 .		1	1			1		\coprod		\prod	1			1		Ц	\prod	ļ.	Ц	\perp	_	Ц		l		1	Ц	$\downarrow \downarrow$	_	Ц	_	Ц	
-keypunch	1			1	Į.						\prod	Ţ					\coprod	\coprod	1		Ц			\coprod	\downarrow	Ц	\downarrow	Ц	\perp	_	1	+	4	,
-electronic equipment	1	L	Ŀ	1	Ц	Į.			Ц	\prod	\coprod	L					Ц	Ц		Ц	Ц	1	\coprod	\coprod	1	\prod	ļ	Ц	$\downarrow \downarrow$	_		ļ,		
14. Be Able to Prepare For a Funeral	2	Ц		2							Ц			\coprod	¢	ļ	Ц	\coprod	<u> </u>					1	_		\perp	1	4	1	,,	-		PL-9n
e. Byriel	1	Ц	(1	Ц				\coprod	Ц	Ц	\perp	Ц	Ц					1			1		\coprod	1	Ц	\downarrow	1	\coprod	\downarrow		-	4	
b. Know options		\coprod				Ц		\coprod	\coprod	\coprod	\prod			\coprod		\perp					Ц		\prod	\coprod	1		Ц	Ц		+			4	•
-cremation, etc.	•	\prod	<u> </u>	1		Ц				\coprod			Ц	\prod				\coprod	_		\coprod	\downarrow		\coprod	<u> </u>		\perp	1	\prod	1			4	
c. Make a will (living)	2	Ц		2	1	4		Le	Ц	\coprod	\prod	┸	<u> </u>				<u>L</u>	\coprod		\prod	\prod	1.		\coprod	_		\perp	1	1	_				
d. Dongting Organs	1.			1		\coprod	\perp	.	Ц	\coprod				\coprod	\perp		Ц	\coprod				-	\coprod	\prod	_	\coprod	\perp	1	\coprod	\downarrow		,		
15. Application for Insurance	7		1	5		Ŀ	\downarrow	1	1	\prod	\coprod		1	\coprod	\perp		\prod		1	1		<u> </u>	\prod	\prod	1		Ţ	\coprod	\coprod	1				Bc-10a-h
a. Understand basic polities	`в	$ \mathbf{h} $	1	6					1									1	l	1				1					1					

- CZ Citiseaship
 Ec Economics
 EH Enotional Health
 EE Energy &
 Environment
 Ex* Examination of
 Yalnes
 PL Panily Living

- FA Fise Arts
 IR Human Relations
 OSP Occupational Selection
 à Preparation
 Communications
 LT Leisum Time
 CP Carber Planning

- MA Mathematics
 S&T Science & Technology
 Soc Past, Present & Fatnes
 Society
 PEH Physical Education
 & Health
 Uni Use of Information
 UID Unidentified



Skille Aucument

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Fremont Unified School District	•	Γ	rese PMV	(F) (M)		-	lr. H	lgh	_	J	r. H				Eia	M OR	iery	·	_			V														_		***************************************
A PERSON LEAVING HIGH SCHOOL SHOULD SE ABLE TO		stration			Design	Si e		gton	On Hillwine			50				1			-		,						П	Sen Jose				*	mt	5 8	-	Springs		Bee abbreviations bblow.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Adminis	Student	Teacher	Unident	- American	Kenned			1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00 1 00	Hourse	Thomas	X		Blacow	Brooks	Carbon	Durther	Fremon		Gornes		Hecien	T.			P	N.	Money	2	Norrie		Preference	Town or the second	1	New York	Warran	
UNE OF INFORMATION (continued)																\prod						\prod			ľ		ŀ]				\prod				
b. Now such is needed	5	1	1	3				_	1	1				1		_		-	\prod	+		Щ	Ų.		+		Ц	+	\downarrow	\downarrow		+	$\frac{1}{1}$	+	4	 ↓		
c. From whom to buy (dependable)	4		i	1		\downarrow	\prod		1	1	\coprod		Ц	\downarrow		\downarrow		_	Ц	\downarrow	\coprod	4	Ц	Ц	1		igert	<u> </u>	\prod	4	Ц	4	$\prod_{i=1}^{n}$	4	4	\coprod	4	
d. Various types		Ц							Ц			ŀ			\coprod	\downarrow	\prod	\downarrow		1	Ц	1	\perp	Ц			Ц	1	Ц	\downarrow	Ц	1	\prod	<u> </u>	1	\sqcup	7	L-2a
-life, auto, health, home, fire, theft,	7	ı	1						1	ı		ŀ	Ц				Ц		Ц	1		1				Ц	1	\perp	ı			1		1	1	\coprod		
credit, property									Ц				Ц	\downarrow			Ц	1	Ц		\coprod	1				Ц	Ц	\downarrow	Ц		Ц		Ц	1	_	\coprod		, <u>-</u>
e. Know deductibles, costs, annuities	3	1		2			<u> </u>			1			Ц				\coprod					Į,				Ц			Ц	,			Ц		1	\coprod		
f. Know when claims will be made	1	1						ŀ					ľ				Ц	13	Ц		Ц				L		Ц		Ц				Ц			\coprod	Ц.	
18. Now to Apply for Scholarships and Grants	3			2					Ц									1.		ŀ	\coprod			\downarrow			Ц	_		_			Ц	1	\downarrow	Ц	C	P-12
a. The to contact	1			1									Ц				Ц	`	\coprod			با	Ш				Ц	\downarrow	Ц	_		_	Ц			\coprod		<u>'</u>
b. Enow requirements	2			2				1											1			1					Ц	_		1		_		\perp		\coprod		·
c. When to apply	1			1							ľ											ļ							Ц		Ц	┵	Ц			Ц	_	•
d. Apply early	1			l].					1			l									Ц	1	Ц			\coprod		
17. How to Make s Benk Loan	2			, 2																	\coprod			1			1					_	\coprod				1	c-5a-d,6a-e
s. Sources	1			1								-															1				\prod		\coprod			Ц		
b. Requirements	` 2			3		Γ														I				ı			l							$oxed{oxed}$			ľ	
c. Bank comparison :	1		F	1																Ţ		\int					1].								
d. Figure interest	1	\prod		1		ŀ		1								T							,	1		1		Ţ								\prod		
18. Understand Credit Statements	2	1		1	П	T	П							T		Ī				T							l									\prod	E	c-4s-j
a. Personal charges and interest	2	1		1		1	$ \uparrow $	T	T		1	T	T	†					Ħ			Ţ		7	1		1									[.]		
b. Payments	2	֡֝֝֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֟֝֓֓֓֓֓֓֓֓֡֟֝֓֓֓֡֟֟֓֓֓֡֓֓֡֡֡֡֡֓֓֡֡֓֡֓֡֡֡֡֡	\parallel	1	$ \uparrow$	T		T		T				\dagger		1	П	1	\prod	1	П			1			1					T						

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CROSS REFERENCE

CZ Citizenship
Ex Economics
IIII Emotional Health
EE Energy &
Ervicement
Ex Varianties of

Yalnes FL Jamily Living

FA Fine Arts
HR. Human Relations
OSP Occupational Selection
& Preparation
Can Commiscotions
by Leisure Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Sec Past, Present & Fature
Society
PEH Physical Education
& Hould
United Statemation
USD Uniteratified



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Fremont Unified School District			700	, (TE		Jr.	High)	Jı	, Ny			£le	noni	87	,						_					T T	, ,	_		, ,		****	-
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	· · · · ·	nosecon		ايول			Ser Jee	on Harbert		400					-	6 7								Sec. Jose					¥ §			Springs	See abbreviat below	
GOLF AND INTERPERSONAL COMPETENCIES	(otal (requent)	Ş											8	Poor	30		0	30		į			¥.			į	į	8					,	
USE OF IMPORMATION (continued)								\prod									\prod	\prod		\prod	\prod			\prod						<u> </u>			l	
g. Ence per financial limits	1	1		\coprod				\prod	Ц	Ц	\perp		\coprod	Ш		\prod	\coprod			Ц				\coprod				$\downarrow \downarrow$	\downarrow	\prod	\coprod	\downarrow		
d. Credit rating importance	1		\coprod	\coprod	\perp	\coprod	\prod	\coprod	\coprod	\coprod	Щ		\coprod	Щ		\prod	\coprod	1	\downarrow	\coprod	\downarrow	4	-	\coprod	\downarrow		\coprod	\coprod	\downarrow	\coprod	\coprod	4		
19. Now to Fill Out Porms and Applications	13	\coprod	19	10	\downarrow	1		4	\coprod	1	\coprod		\coprod		1 1		\prod	1	1 1		$\downarrow \downarrow$	4			1		\prod	\coprod	1	\prod	\coprod	+	Ec-le-1	•
a, Understand Boats Information	1	\coprod	\coprod	12	\perp	\coprod	\prod		\coprod	\prod	$\downarrow \downarrow$		\coprod	\coprod	1		\coprod	_	1	\prod	$\downarrow \downarrow$	4		\prod	\downarrow	\prod	$\prod_{i \in I}$	\prod	+	\coprod	\prod	4	<u> </u>	
-keep a personal file of eddress,	1	\coprod	\coprod	1	Ц	Ц	\coprod	\coprod	Ц	\prod			\prod	Ц	1	-	\prod		Щ	Ц			H	\coprod	_		\prod	\coprod	\downarrow	4	\coprod	\downarrow		
DOB, Social Security #, Driver's License	8	\coprod	1	3		Ц	\coprod	4	\coprod	$\downarrow \downarrow$	\downarrow		\coprod	Ц	1	\prod	\prod	4	4	Н	\downarrow	1	\coprod	\coprod	\perp		\prod	\coprod	1	4	\coprod	+	ļ. <u> </u>	
#, references, provious employment, etc.	,	\coprod	IJ	$\downarrow \downarrow$		Ц		\coprod	\coprod	\coprod	1	\downarrow		$\downarrow \downarrow$	4		\prod	_	\downarrow	\parallel	\prod	4	H	\coprod			\coprod	\coprod	+	+	\coprod	+	`	
b. How to fill out different forms	•	\coprod	3	4	\downarrow	1	\prod	4	\coprod	$\downarrow \downarrow$	Ц	\downarrow	\coprod	\downarrow	1	\coprod	\coprod	ļ.	1	Ц		4		\coprod	-	\parallel	\prod	1	+	\coprod	\coprod	4	_	
c. Reason for forms	1	\coprod	IJ	1	$oxed{\bot}$	\coprod	\prod	∐.	\prod	\coprod	\downarrow	-	ŀ	\coprod	4		\coprod	1	1	Ц	4	4		\prod	\downarrow	ļ.	\prod	\coprod	\downarrow	$\!$	\coprod	+	·	
d. Interpretation of information	3	\prod	\coprod	2	Ц	\coprod	\prod	\coprod	\coprod	\parallel	4	4	\prod	$\downarrow \downarrow$	1	\prod	\coprod	-	4	\prod	,	$oxed{\downarrow}$			\downarrow	ŀ	H	\prod	\downarrow	-	╁	\downarrow	0	
e. Perms for unemployment	1	\coprod		\coprod	\downarrow	\parallel	\coprod	4	\coprod	\parallel	Щ			$\prod_{i=1}^{n}$		\coprod	\coprod	+	+	H			1	\coprod	\perp	H	H	H	\downarrow	$\!$	₩	+		_
f. Ency what is expected	, 3	\coprod	1	3	\downarrow	Ļ	7	14	\coprod	\coprod	Щ	4	H	\coprod	<u> </u>	\prod	\coprod	\downarrow	1	H	$\downarrow \downarrow$	4			_		H	1	\downarrow	$\!$	╫	+	,	
g. Forms for welfare	1	\coprod	1	$\downarrow \downarrow$	\parallel	Щ		4	\coprod	\parallel	\parallel	\parallel	\coprod	\coprod	4	\coprod	\coprod	+	4	H	Щ	4	\parallel	H	4	4	\coprod	\coprod	\downarrow	$\!$	H	+	CI-1c	-
-qualifications	1	\parallel	1	\prod	\downarrow	\coprod	\coprod	1	\coprod	$\downarrow \downarrow$	$\downarrow \downarrow$	\downarrow	\coprod	\coprod	4	\coprod	\coprod	+	4	H	$\downarrow \downarrow$	igert	$\!$	\coprod	ig	$ \downarrow $	\prod	\coprod	\downarrow	#	\coprod	4		٠,
h. Job applications	: '7	\coprod	1	15	ļ	1	\prod	\parallel	\prod	11	$\downarrow \downarrow$	1	\coprod	\downarrow	4	1	\coprod	_	1		Ц	\parallel	1	H	4	4	\prod	$\downarrow \downarrow$	+	#	\coprod	4	BC-11;CP-	
i. Medical forms	1	\coprod	\prod	1	\downarrow	$\prod_{i \in I}$	\coprod	\coprod	\coprod	\coprod	\parallel	\downarrow	\prod	\coprod	4	\coprod	\prod	<u> </u>	4	\prod	\parallel	1	\not		$\downarrow \downarrow$	4	igg	\coprod	\downarrow	igoplus	\prod	+		
j. Dental forme	1	\coprod	\prod	1	$\downarrow \downarrow$	\parallel	\prod	\coprod	\coprod	\coprod	4	\downarrow	\coprod	Щ	1		\prod	\perp	4	H	\parallel	4	-	H	4	igert	╁	$\left \cdot \right $	+	#	\prod	4.	· · · · · · · · · · · · · · · · · · ·	
k. School forms	1			1	\coprod		\prod	\prod		\coprod	$\downarrow \downarrow$	 	\prod	\coprod	4		\prod	\downarrow	\downarrow	\prod	\parallel	+	\parallel		Щ	4	H	\prod	+	raket	\prod	ľ		
t la logal force	. 1		\prod	11	\coprod		\prod	\prod	\prod	\coprod	Ц	+	\prod	\coprod	1	\prod	\coprod	+	\downarrow	\prod	Ц	4	$\!$		4	\parallel	\coprod	\prod	+	-	\prod	\downarrow	<u>'</u>	
s. Credit forms	2			2									\coprod	1	1					Ш								Ш		\coprod	\prod	\perp	Bo-da-g	

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Earlinanest : La V Sanniantion of

Values
Pi, Papilly Living

FA Fine Arts *
IRB. Humas Relactions
CRF Occupational Selection
A Preparation
Com Comitmicanions

IA Mothemotics INT Science & Tochoology inc Past, Process & Futul Society PEN Physical Education & Nachib

à Hosph di Use el Information D Unidenziallad



Skills Assessment

ALS II of a oil of Discussion		*								٠.	• •	. 4	٠.		,,-						•			_	EN	Y I	YA	TTE	ND/	LAC	EAI	REA	J.	
Fremont Unified School District				MCT SY MOUP		Şr.	Hig		Į	r. Hi	igh	floor	E	eme	ntary	,					•	.31					u T	_		TT	, 171		1	CACCO TANTANCE
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	total frequency	stration	t .	nt.	30	5.2	1 San Jose	son Hillwisw	ville s	-	i do	19	6		/ale	ourne	Į,	90r		Of a			¥4.		n San Jose n Velley			4 8	ont	son Lik	103	Springs	ick.	See abbreviations below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admini	Studen	Reside	Americ	Kennec	Misside	William	Hopkin	Horner	Thornt	XIVISO MASO	Azevac	Brien	Cabrille	Chadb	Fremo	Glenm	Green	Grimm	Hirach	Malon	Marsh	Mikard	Missio	Mown	Š	Norres	Parkm	Patten	X	Warm	Warw	
BE OF INFORMATION (continued)		Ħ					1.				П	Ħ							·Ł						1								\prod	
n. Losn forms	2			2		1				,		lacksquare			11															\coprod			<u> </u>	3c-9s-1
o. Health history	. 1		•	1											1 2				;		Ц				_	1	Ц	$oxed{ig }$	Ц	\coprod	\coprod	_	ľ	
p. Social Security number	3			3											1		1					1	\coprod	Ŀ				\prod	\coprod	\coprod	\coprod	_	Į.	Z-1c
q. Passport	1			1					,									\prod	1	ì	Ц	\perp		\coprod			\coprod			\coprod	\coprod	<u> </u>		,
r. Tex forms	2		ŀ	2					·	1					1								Ц	1				\perp	\coprod	\coprod	\coprod	<u> </u>	ļ	Z-le;Ec-8
20. How to File Income Tax Return	6		1	5				1					1		1		1						Ц		1		Ц	$\perp \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \!$		1	1	ot	Ц	Z-20; Ec-8
s. When returns are due	1		1		,			1											ŀ						\downarrow		\coprod	$\perp \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \! \!$		\coprod	\coprod	بـــــــــــــــــــــــــــــــــــــ	\coprod	•
b. Where to get tax forms	ı.		1					1		•			L.						\perp	Ц			Ц		1		Ц			\coprod	\coprod	_	\prod	*
c. Read and follow directions	1		1					1					ŀ							ļ	Ц							╝	Ц	\coprod	\coprod	ļ.		<u>-</u>
d. Keep record of yearly expenses	1		1					1				ŀ	١					\coprod	\perp		1		Ц			Ц	\coprod	\coprod		\coprod	\coprod	,		
e. Understand W-2 form	1			1					<u> </u>			$oxed{ig }$			1		1		1	Ц,				Ц				┵		\parallel	\coprod	_		1 - 1
f. Know type of deductions	1 ,			1	\prod			$oxed{\Box}$		Ц	\coprod	\coprod		\coprod	\perp	•	1	Ц	1	<u> </u>			Ц	\coprod		1	\coprod	╝		$ \downarrow $	\coprod	<u> </u>	ľ	
g. Where to seek aid for filling out forms	1			1	Ц							$oxed{\parallel}$				*	1	\coprod	_	Ц		•	Щ	Ц			\prod	\coprod	\coprod	\coprod	\coprod	1		
h. Where to send forms	1	\coprod		1													1	Ц	١					ŀ			\prod	\perp		\coprod	\coprod	<u> </u>	\prod	<u>.</u>
21. Study Skills	8			1 7		2			1		11/1	ı .					1	\coprod	1		Ц		Ц		١	1	\coprod	╝	<u> </u>	Ц	\prod			Т-2
a. Responsibility	3 ,		\coprod	3			\prod			\coprod	1	IJ		Ц	\perp			\prod	1	Ц			\coprod	\coprod		, 1	\coprod	\perp	$oxed{\downarrow}$		\coprod			
b. Self-discipline	8			1 7	Ц	2			1		1 1	\prod							ı	<u> </u>		1	Ц	ŀ		1	\prod	igsqcup		\coprod		\perp	\prod	3
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e. Dictionary skills	. 3			3	\prod	. [\prod				1		.[l		1															

CROSS REFERENCE

CZ Citizenship
CZ Citizenship
EE Economics
EH Enotional Health
EE Energy &
Environment
ExV Examination of
Values
FL Family Living

- FA Fine Arts
 HR Hubban Relations
 OSP Occupational Selection
 & Preparation
 Con Communications
 LT Leisure Time
 CP Career Planning
- MA Mathematics
 SAT Science & Technology
 Soc Past, Present & Future
 Society
 PEH Physical Education
 & Health
 Uol Use of Information
 UTD Unidentified



Skille Aucument

Fremofit Unified School District A PERSON LAYING MAN POPOLA BIOLO SE ALEFTO SELF AND INTERPREPABLIC COMPETENCES TO PROVE INTERPREPABLIC COMPETENCES TO PROVIDE THE SELF OF THE SEL		Y.	-, , , , , , , , , , , , , , , , , , ,		- :			. •			0 1) 		- :				,	•	F	REC	UEN	CY	BY	т	END,	AAC	EAI	IEA		· · · /	 _
### OF PAPERMENTISE (Continued) 1. Session skills 6.	Fremofit Unified School District		, n			Sr.	High.		Jr. H	igh .		, Ele	hente	iry ,			-				1.		-		 -	-	· -		· ~ ~	ļ a	OSS TABRADACE	-
### OF PAPERMENTISE (Continued) 1. Session skills 6.	A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		tration		fled		San Jose Iton	Ille Hillytow		E C			<u>.</u>	urne		- -		•				San Jose	Увнеу	40		, ,			Springs	al al	bbreviations	
f. Beserch skills g. Library skills 3 12 11 1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	SELF AND INTERPERSONAL COMPETENCIES	total	Adminis	Student	Unident	Kenned	Mission Washin	Conterv	Homer	Thomato	Alviso	Blacow	Brookva	S S S S S S S S S S S S S S S S S S S	Fremon	Glenmo	Green	Grimme	Hirsch	Malone	Mattos	Nei N	Mowry	Nide Not	North	O T	Patters	Rix	01-13	•	· · · · · · · · · · · · · · · · · · ·	1
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1	h. Utilization of time	8		1 7		2]		1 1		\mathcal{A}		1	Ш	1			1	\coprod			<u> </u>	1			\coprod	\coprod	\prod	Ľ,		4
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1	j. Rapid reading and comprehension	2 '	\prod	2		1																		. ,.			\prod	\coprod	\coprod	Coi	-ls-z	
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S. Standards of performance 1	r. Neatness	1		1						1	\prod		•								•											
22. Thinking and Memory-Skills a. Check and verify information 3	s. Standards of performance	1		41				\prod			П	7							1										\coprod		- Al	1
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b. Visual memory 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		3			П	ı			1	\prod			′		П				Π.	$\left[. \right]$, .						ı			
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-sorting ,	-sorting	2	H	2			\parallel						+	$\dagger \dagger$	$\dagger \dagger$	\parallel	1		\parallel		\parallel		!	1			H		\prod	T		1

- CZ Citizonship
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 Values
 FL Panily Living

CROSS REFERENCE

- FA Fine Arts
 HR Human Relations
 OSP Occupational Selection
 in Preparation
 Com Communications
 LT Leture Time
 CP Carest Planning

- MA Mathematica,
 SAT Science & Technology
 Soc Past, Present & Future
 Society
 PEN Physical Education
 & Health
 Uol Use of Information
 UID Unidentified



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Skille Aucument

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Fremont Unified School District		79	replacty (re of each	7	Sr. H	ligh :	`)	r. High	Ý	ı	lgme	etery	,	,									_						CROSS T ANTENNACE
A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO	•	stration	Teacher Resident	tified an	S A	gton On Hillysov	ille	QU	150	6			Surne	į	, or		9				Valley				nt.	S. Te	Mills	Springs	See abbreviations below.
SELF AND INTERPERSONAL COMPETENCIES	total frequency	Adminit Businee	Teacher	Uniden	Kenned	Weshin	Centery Hopkin	Roberte	Walter	Azevad	Brier	Cabrillo	Chadbo	Fremor	Gornes	Green	Hirach	Leitch	Marsha	Millard	Mission	Niles	Note	Olveri	Parking	Reynok	Rix Vallejo	Warm	
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c. Organize	2.		1 1	r J	ı						. ι			•		•					1								ExV-5s
-planning	1		1					,													ı								
-preparing	1		1									,									1				,	$ brack { } brack { $			H
-evaluating	4		4				I I						ı					•		1	ı				,				
d. Crestively	/ 1		1																	1			,						PA-1'
-recognize disagsociated patterns	1		1								Ti					·				1									
-try new ideas	1		1		1															1	1		ŀ						-
-develop alternative solutions	3		1 2		i	1	1	1		Ţ			,							ı		\prod			П		,		ExV-8a
e. Independently and analytically	. 6		1 2 3	,	1 1	.1											1		1						1				
-logic (differentiate propaganda)	9		2 2 5	1	111	ı							1	,	1				,	1					1				
understanding	6	,	1 2 3	·	ı	1	1								1					1		П						ļ.	
application	3		1 2	Ţ,				Π							1		1			1									
f. Problem identification (what if)	8		1 2 5			1	1					11	1												1		1		ExV-7j; Com-6s-z
g. Problem solving (research)	6		2 4	\prod_{i}					\prod		\prod				1				1		\prod				1			T	
h. Solution (testing)	4		2 2						\prod		,		•		1						П				1				
i. Decision making	ā 5.		2 3											\parallel		1		1	1	\prod		$\dagger \dagger$	1		1		1		ExV-5c
,j. Assuming responsibility	1		1	\prod				-	T		\prod			1			1				\prod		1.				††	П	ExV-6b,8c
k. Identification of cause and effect	. 3	1	1 2	1			Ш						1	\parallel				;	\parallel	\parallel	Ħ				1	\prod		11	Com-6s-j
1. Application of information	1	#	1		#		ı	\parallel	1	!				1		\parallel	\dagger		\dagger	\prod	\prod	††	Ħ		$\ \cdot\ $.	\parallel	
m. Separate fact and opinion	,	11,	2 2 2	†	1 1	1	Н	\parallel	$\dagger \dagger$			$\dagger \dagger$		\parallel			\dagger	+	\parallel		\prod		\parallel	+	1	 	11		Com-6a-j

CROSS REFERENCE

FA Fine Arts
HR Human Relations
OSP Occupational Selection
& Preparation
Con Communications
LT Leisure Time
CP Career Planning

"MA Mathematics
SAT Science & Technology
Soc Past, Present & Future
Society
PER Physical Education
& Health
Uol Use of Information
UID Unidentified

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CZ Citizenship
Ec Economics
Et Emergy &
Eavitonment
ExV Examination of
Values
FL Family Living

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Fremont Unified School District		Γ	1000) 7000)			Sr	. Hi	þ		Jr.·H	ígh	1	1	Llen	ente	ny :				•			1						•	·	•		•	_	0000071	
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SELF AND INTERPERSONAL COMPETENCIES	total frequency	Admin	Studen	Resider	Colden	Investor	Mission			Home	Thoma	New P	Azeva	Bries	Brooks	Check	Durher	Glenk	Gome	Green	Hecien	HITECH	Melon	Mereh	Millard	Mission	Mow	Z	North	NO.	Patten	Reymo	Valle	Warm		
USE OF INFORMATION (continued)														,	Ц		1	Ц	1	\prod		Ц	M	1	\coprod			\coprod	\downarrow	\coprod	\coprod	 				
n. Ability to say no	1		/	1		1		,		Ц					Ц		1			Ц		Ц		1	Ц	1		\coprod	\downarrow	\coprod	\perp	\coprod	\coprod		Ec-3b	
o. Different philosophies	1			1			16		\prod				\coprod	,				Ц	1	\coprod		Ц					_	\coprod		\coprod		1				,
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UNILENTIFIED						٧												Ц	·					1			_	\coprod	1	\prod	\coprod			-		- 1
1. Use Proper Etiquette ,	1 7			1					\prod									Ц				Ц				\parallel	1	H	1	\coprod	\coprod	1		1	IR-7s-	<u>r</u>
a. Using the telephone	1 / 4			1				,		Ц		1						\coprod		ŀ		Ц	Ц	1	Ц				4		\bot	1		4		
b. In introductions	1/			1				1						L	1			Ц		ľ	Ц			1				\prod	1	\coprod	\perp	1			,	
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d. In speaking	1			ī			Ц			\coprod			Ц	\perp	\coprod			Ц				Ц	Ц					<u> </u>	ı		\coprod	\perp		1	;	
2. Evaluate Alternatives	/ 1			1									Ц		Ц									1	Ц		1	\coprod	ļ	\coprod	\coprod	1	Ц	1	ExV-7j	84
a. Know problem solving techniques	1			1	ŀ									1			Ц	Ц		Ц				1			•	\coprod	\downarrow	\coprod	\coprod	1	Ц	\downarrow		· ,
b. Inow how to apply dollars in the	1									\coprod		1					1		ŀ	Ц					Ц		ŀ	\coprod	1	\coprod	\coprod			1		•
evaluation of alternatives	. *			1						Ц											ľ			1	Ц			\prod	\perp	\coprod		1				• •
3. Broad Understanding of Government	/2			2	ŀ	\prod							Ц	1		1		Ц	ŀ		\perp		Ц		Ц			Ц	1	\coprod	\prod	Ц.	Ц	\downarrow	CZ-la	,
s. U.S. government																		Ц	_		\coprod			1					1	\coprod			\prod	\downarrow		1
-Doesn't owe you a living	1			1		\prod										1					\coprod				Ц	\coprod	\perp	\prod	\downarrow	\coprod	\coprod	\perp	\prod			•
-Concept of supply and demend	1			1	4											1							Щ	1	Ц	\coprod	1	\prod		\prod		1		\downarrow	CZ-1c	<u>.</u>
-labor unions - pros and cons	1			1						\prod						ı			1						Ц	\prod	•			\coprod	\coprod				5	
-Differences between privately owned and	1	F.		1												1							\coprod	\perp	Ц			\coprod	\downarrow	\coprod		\perp	\prod	\downarrow		
government controlled businesses	•		\prod		1		П		\prod	\prod	\prod												F										\prod			

- CZ Citizership
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 Ual Use of Information
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Skille Airenment

Fremont Unified School District	•	•					* .		ŀ	1		•					•						1	74	OU	EVC	71	YA	m	ENO	ANC	ΞA	RE	4		:
remone million school plottet				77.07.1			St,	High		l	Hiq	h		.El	Mag.	lary.	*****							.)										_	- Chest Parame	_
A PERSON LEAVING HIGH SCHOOL . SHOULD SE ABLE TO		destion				ned n		Sen Jose	Hillylew	2	r.				<i>J</i>				4.							Velley							Nills		See abbreviation below.	D.C
SELF AND INTERPERSONAL COMPETENCIES	total frequent		Busines	Teacher	Residen	America	Kenned	Mission	Willemen His	Hopkins	Roberts	Waltera	AIVISO	Blacow	Brier	Cabrillo	Durham	Glankder	Glenmoc	Green	Haclend	Hirech	Meloney	Mettos	Millerd	Mission	Moven	ZOZ.	Oliveria	Olivos	Patterson	Rix	Vallejo N	Warwick	•	
IDENTIFIED (continued)		Ţ																				+	Ħ		Ħ		+		#	+	#	Ħ	+	Ħ		=
b. Other governments	1 4	1			1	\prod	T		Ħ					l	1		1	+				1		Н	$ \uparrow $	$\dagger \dagger$	ľ		\dagger		$\dagger \dagger$	$\dagger \dagger$	\dagger	H		-
c. U.S. citizenship	1)			T	1,				\parallel	\parallel		T	H	1	\dagger		H	\dagger	+	Ħ,	\dagger	+	\prod	+			†	Ħ	Ħ		$\dagger \dagger$	Ħ	\dagger	H	CZ-1c	
4. Enow Bow to Drive a Car (defensive)	13	T		3	0	1	1 1		\parallel			Ħ	Ħ	1	+	l	#	H			1	\dagger	+	1	1		+		\parallel		$\frac{1}{1}$	H	+	Ħ	CZ-1c,2s; Bc-14f; FL-	-
a. What makes it run	9_	1		2	7	1	1	1				\prod		ı		1	\parallel		1		1		Ħ	1				ſ	·Ħ	T	\parallel	<u> </u>	Ť		ac 141, FA	
b. Minor repairs and upkeep (safety & tune)	24	1		2	Ä	i	1 3	2 1					1	ı			H	1	1			†						H,	H	+	f		十	H	<u>·</u>	
c. Rules (laws) of the road (safety and	19	1	,	2	13	1	2	1 1				П	1			1			,			\dagger			,	1	+		$\dagger \dagger$	•	+	1	+	H		
handling		T									,	T	Ť	\prod		1		İ	+			+		Ħ		Ĥ	\dagger	+	H	+		H	+	+		•
d. Consumer (protection laws, buy and sell,	5		l		,4		1	1			П	Ħ	1		†				\dagger		H	†		H	+			+	+	+	╁	Н	+	\parallel		•
repair)					T	\prod		. 1				\parallel	•			+		††	+	+	\dagger	+	+	\prod	+	H		+	$\dagger \dagger$	+	H	H	+	H	CZ-1c	
e. Liabilities and responsibilities .	13	1	\prod	1	11			1			T	1	1	١,						1		†		 			H	+	H	\dagger		H	\dagger	H		•
Insurança (responsibilities - when and	11	1	1		8	T	1	1	T				+	\prod		1						•					H		H	+			H	+		•
how to buy and file a claim)	, /						K								$\dagger \dagger$				\parallel	+	Ħ	\dagger		╁		+	$\dagger \dagger$	+	H	,	+	\dashv	H	+		
g. Emergency procedures and first aid	13	1,	1		1	1				1		\prod	1	1		1	+	1 1			\dagger		1		1	+	\parallel	\dagger	#		+	+	H	+	7	
h. How to read (maps and signs-gauges)	10	1	<i>j</i> 2	П	7		1	1		1			1		1						\parallel	1	1	, ,			$\dagger \dagger$	+	H	H	+	\dagger	H	+	-/	
i. Procedures for permit and license	6	1]		4			ı				П			1	1		1	+	1	+	$\dagger \dagger$	+	ľ		1	$\dagger \dagger$		\dagger	, ,	4	F	H	†	Com-la-z	;
(laws and special needs)												\prod	T	T			+		$\dagger \dagger$		+	\prod		+	1	\dagger	 	Ť		\parallel	+	\dagger	H	+		٠
j. Training courses/Driver Test (DMY)	11	1	2	1	7	1	2	2					1				1	1 1			 1			+	\parallel	\dagger	\parallel	+	\dagger	\parallel	\parallel	+	H	\dagger	•	
5. Basic Real Estate	,														$\dagger \dagger$		+			\parallel	+		+	+	-	+		+	+	H	+	+	H	†	*	
a. Rental agreements	. 1												T			$\dagger \dagger$				\parallel	†			+	\prod		\parallel			}	+	+	H	+	3c-20s-c	
6. Know Geography	2									,							-	\dagger			+	++	\parallel	\dagger	$\dagger \dagger$	\dagger		H	+	++	\mathbf{H}	+	-	+	. , 1,	_

CZ Citizenahly
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Skills Assessment

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A PERSON LEAVING HIGH SCHOOL SHOULD BE ABLE TO		stration		Teacher . Resident	Pagi	·	Sen Jone	On Hilvery			COR				ale.	Chedbourne	c F	J. Com.			9		7		Sen Jose	N Veney	, .			pat		Miles	Springs	١.,	See reviations below.	
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UNIDENTIFIED (continued)														Ц				1	\coprod		1		Ш	1	\prod	1	4		\coprod	\perp	\prod				· · · .	_
s. Besic map skills	2			2					Ц			Ц	_			\coprod	Ш	_	1		1	 -		1	\prod					1	\prod	1	Ц	,		-
-continents, oceans, etc.	1			1			Щ	1											1	ľ	4			_		Ц	1		\coprod	+	\coprod	-				-
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CROSS REFERENCE

CZ Citizenship
(Ec. Economics
IM Enoctonal Health
EE Energy &
Revisement
ExV Examination of
Values
FL Family Living

FA Fise Are
H. Homas Relations
OSP Occupational Selection
& Preparation
Con Communications
LT Leisum Time
CP Career Planning

MA Mathematics
SAT Science & Technology
Sec Past, Present & Future
Society
PEH Physical Education
& Health
Util Use of Information
UTD Unidentified



333.

APPENDIX C

ARTICULATED K-12 CAREER EDUCATION PROGRAM
FREMONT_UNIFIED SCHOOL DISTRICT

WORLD OF WORK (WOW) FUNCTIONS AND CLUSTERS. IN CAREER EDUCATION

Developed by . Dr. W. Lee Foust, Jr.

Review of ongoing "career education" and "career cluster" efforts suggests that in any educators do not yet realize that career education and a facilitating cluster scheme must be designed to assist learners to explore the world of work outside the school walling -NOT to explore just those occupational preparation programs - vocational; technical, and/or professional — that exist within.

Development of the world of work (WOW) function approach to clustering occupations for career Exploration was undertaken because a tested procedure for providing meaningful occupational content of career clusters that meets the U.S. Office of Education (USOE) and "facilitates the delivery of career education", was NOT available.

There is much controversy as to "the design and organization of clusters" that meet the stated goal. The world-of-work function approach is not the "one and only answer" to designing and organizing a cluster scheme that will "facilitate the delivery of career education." This approach was designed to assign occupations to a cluster scheme representing all the world-of-work and applied to the USOE Communications Media Occupations career cluster Guideline development effort. It does allow the learner to explore the world of work in a manner that transcends commitment to a particular occupational preparation perspective. It thereby prepares the learner to select more freely the occupational preparation program — vocational, technical, professional — that is seen as best serving his/her career needs:

The major subgrouping of the WOW function is entitled occupational areas. Occupational areas serve the function of identifying, in general, the world-of-work settings -work establishments, production or service units - where the learner could explore these occupations. In the CMO application they are the Broadcast, Graphic and Line Communications occupations.

The minor subgrouping of the WOW function — the occupational families — in many instances transcend the world-of-work settings the learner explored. This is the consequence of forming occupational families upon the basis of occupations that have common (identical or similar) worker function requirements to those of selected primary occupations. Primary occupations within a cluster are those job titles identified, in cooperation with Occupational Employment Statistics (OES) Project of DOL, as having high employment potential. Occupational families designed and organized in this manner. provide the learner expanded opportunity for future entry into the world of work.

Resources to support the emerging commitment to career education are severely limited. The response of career education-concerned persons to the world-of-work function approach has been most supportive. It would appear that implementation of a total career cluster scheme, similar to that represented in the CMO cluster effort, should provide real cost benefits for career education at the national, state and local levels.

Further information concerning application of the WOW function concept to provide a total cluster scheme for career Awareness and/or career Exploration programs can be obtained from:

Dr. W. Lee Foust, Jr. ISIS 2710 N.W. Mulkey

Corvallis Dregon 97330



WoW Function/Clusters

Current Status

The WOW Function/Cluster system approach to organizing and accessing occupational role information is currently in use in relation to the Career Exploration Information System (CEIS), as well as, the latest update of that perspective that is included in this Appendix.

341. A

THE ROLE OF WORLD OF WORK FUNCTIONS AND CLUSTERS (WOW F/C) IN CAREER EDUCATION - AWARENESS AND EXPLORATION

DR. W. LEE FOUST, JR.

OVERVIEW

Career education is an instruction/guidance system that is designed to further the developmental process that prepares individuals for the citizen, family, leisure, and occupational roles they will experience during their career.

Career education, therefore, has a contribution to make to the development of all career rolemaspects and at all levels of education--preschool through To be effective, career education instruction/guidance activity selection should be based on the level of learner development. Within a Kindergarten-Adult/Continuing Education system, however, the two major functions of career education instruction/guidance--decision-making and preparation-can be described as generally occurring as follows:

CAREER DECISION-MAKING (K-10)

- Career Awareness (K-6)
 - -- Initial Awareness (K-2)
 - ,-- In-Depth Awareness (3-6)
- Career Exploration (7-10) -- Initial Exploration (7-8)

 - -- In-Depth Exploration (9-10)
 --- Orientation to Lecision-Making
 - --- Exploration of Selected Occupations
 - --- Tentative "Career Roles" Selection (Career Action Plan)

CAREER PREPARATION (11-ADULT/CONTINUING EDUCATION)

- Occupational Role Preparation Emphasis

Citizen, Family, Leisure Role Preparation as Desired

Educational practice today more effectively supports a learner's occupational preparation than it supports a rational approach to career decision-making. For the reason, it is recommended that career educators initially utilize locally available occupational preparation programs -- vocational/technical/ professional. Current instructional technology can develop/improve logal occupational instruction as that need becomes evident.

Having committed ourselves to a strategy of accepting local occupational preparation programs at face value, it is most important to develop/select career Awareness and Exploration learning activities that result in:

"Getting the right learner in the right career preparation program. for the right reason.'

Experience suggests that this may be best accomplished if the career education instruction/guidance system provides a developmental structure that can be understood by the learner and the other individuals upon whom it will have greatest impact-the learners parents, educational staff, and citizens of the local community.

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Educational practice has historically attempted to select learning activities that would support development of the citizen, family, and leisure roles to be experienced by a learner during a career. Irial and error experience has led to selection of learning activities that make sense to the learner involved. Little or no effort has, however, traditionally gone into relating education to work at other than the high school and/or post-high school/continuing education levels.

The role of the WoW (World of Work) Functions and Clusters (WoW F/C) is to provide instruction/guidance personnel a systematic/developmental approach to infuse occupational relevant information into career Awareness and career Exploration learning activities. The WoW F/C perspective is designed to articulate these learning activities in such a way that the learner is able to effectively perceive alternative occupational roles and to discover the consequence of occupational role selection upon the total career s/he would choose to live.

The chart that follows illustrates a scheme to facilitate the delivery of career education in a systematic/developmental manner:

- 1. It is simple and understandable by the nonprofessional user and learner.
- 2. It assists learners in the exploration of the world of work in a manner that does NOT involve prior commitment to a particular occupational preparation program perspective.
- 3. It assists staff in the redesign/selection of relevant career education infused learning activities.
- 4. It takes into consideration the effect of technological change over time by:
 - Providing Awareness/Exploration understandings and skills learners can use in later life.
 - Requiring minimal retraining of Awareness/ Exploration staff.
 - Requiring minimal updating of Awareness and Exploration learning material.
- 5. It encompasses all the jobs in the Dictionary of Occupational Titles, now and in the future.
- It includes jobs at all levels, i.e., provides a career ladder perspective.
- 7. It relates occupations to identifiable groups of employers.
- 8. It supplements, not supplants, occupational classification.
 systems used by institutions and professionals, thereby
 gaining access to valuable data in a cost-effective manner.

THE ROLE OF WORLD OF WORK FUNCTIONS AND CLUSTERS (WOW F/C) IN CAREER EDUCATION - AWARENESS AND EXPLORATION

DR. W. LEE FOUST, JR.

WORLD OF WORK (WOW) FUNCTIONS AND CAREER AWARENESS

Within most communities, educational practices often relate ongoing educational activity to the learner's current experience and future citizen, family, or leisure roles. Elementary school practice has not, however, traditionally focused on providing information that was occupationally relevant to the career that a learner might some day experience.

Many learners today are, in fact, "deprived" of information/experiences that represent the realitites of the world of work. If the Awareness phase of career education is to function effectively, some means must be found to serve the needs of the teacher attempting to select/develop learning activities that will effectively represent the diversity and complexity of the world of work. This support must be simple in theory and practice. It must allow for the changing developmental patterns of elementary school learners.

The World of Work (WoW) Function approach to the organization of career education-relevant occupational information was designed to translate the information traditionally developed to serve occupational preparation programs into a form that is usable for career Awareness and career Exploration program development. World of work roles (occupations) are grouped in a way that let teachers select learning activities where learners discover that:

Workers produce PRODUCTSWorkers provide SERVICES

Teachers can now organize learning activities they know work with their learners to provide the added opportunity to discover how the farmer, carpenter, and candlestick maker are alike and how they differ from the bus driver, dentist, and grocer. Learners can also relate this knowledge to the citizen, family, and leisure roles they have experienced to the people in the world of work (WoW) who:

MAKE and DO for me

Learners most easily recognize the roles workers play in relation to the WoW PRODUCTION role of:

- ° Growing/mining
- ° Building 🐙
- Making

products used in our society. They find it more difficult to recognize and organize the different SERVICEs workers provide.

The task of the Awareness teacher now is to select learning activities that provide learners an in-depth Awareness of the differing WoW SERVICE roles that exist.

One way to organize such learning activities is to ask:

Whose needs are to be served? People? or Organizations?

Learning activities can then be selected that let the learner discover that the WoW Roles "MAKE and DO for me" can become an in-depth understanding of WoW Functions that serve:

° People

°° DIRECT SERVICE occupations

- °° DISTRIBUTION SERVICE occupations
- Organizations

o TECHNICAL SERVICE occupations

°° ORGANIZATION MANAGEMENT SERVICE occupations

The teacher may choose to expand the learner's WoW Awareness from "Roles" to "Functions" by focusing initially upon WoW Services provided PEOPLE as compared to those provided ORGANIZATIONS, e.g., grades 3-4. Most primary school learners are aware of people whose WoW Function is to provide <u>DIRECT SERVICE</u>--barbers, singers, nurses, veterinarians, etc.

Fewer learners may have recognized that NOT every person who produces a product or provides a service is able to distribute those goods or services to all members of society who have a need for them. Learners need to recognize that some occupations focus upon providing access to the goods, services, and information that is available in our society. The bus driver, printer, publisher, salesperson, and TV newscaster are all people whose occupations serve a <u>DISTRIBUTION SERVICE</u> function in the world of work.

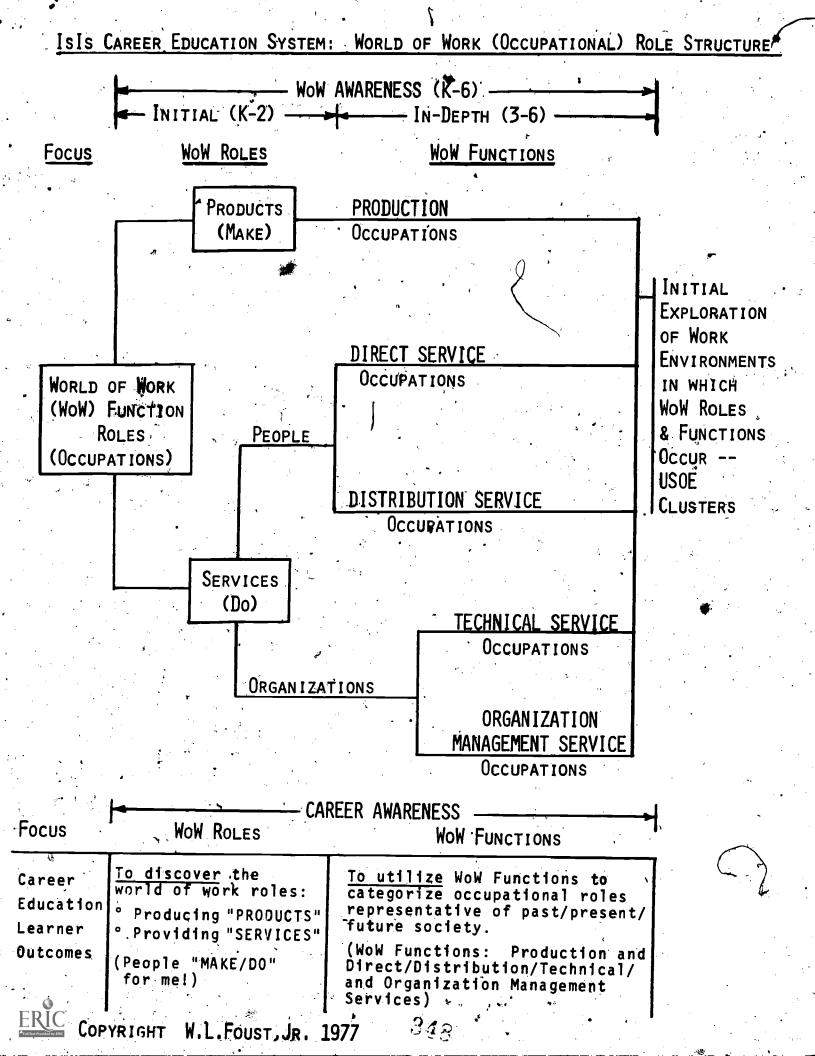
The learner's in-depth Awareness of all WoW Functions would be completed, e.g. grades 5-6, by selecting learning activities that reveal:

One of the services are the result of people working together in an ORGANIZATION—some world of work establishment, production or service unit.

Learners would now recognize that it is necessary for some workers to serve the function of managing the activities that take place in the world of work, e.g., clerks, office managers, secretaries, etc. They would be able to relate the function of ORGANIZATION MANAGEMENT SERVICE occupations to their experiences as members of a family, a citizen in or out of the classroom, and a participant in the leisure role group activities in which they have engaged.

These learners are also often interested in the role of science and technology in our society. Selection of learning experiences that focus upon such applications will provide insight that TECHNICAL SERVICE occupations provide specialized support services necessary for others to function in the world of work, e.g., computer, electronics, laboratory, and specialized technicians.

In summary, the Wow Function approach to the design/selection of career Awareness learning activities provides a structure for achieving learner outcomes such as an increasing Awareness of the broad range of occupations representative of world of work functions and the personal, social, and economic significance of work. Our approach has been to focus initial and in-depth Wow Awareness learning activities at grades K-6 even though we know it must become a life-long activity. Teachers could use the Wow Function structure to select a series of planned learning activities that result in the learner perceiving a more accurate representation of the realities of the world of work. The learner is now ready to begin to investigate the Wow ENVIRONMENTS in which people out their Wow Roles and Functions.



THE ROLE OF WORLD OF WORK FUNCTIONS AND CLUSTERS (WOW F/C) IN CAREER EDUCATION - AWARENESS AND EXPLORATION

DR. W. LEE FOUST, JR.

WOW FUNCTION/CLUSTERS AND INITIAL CAREER EXPLORATION*

Our concern now shifts from serving the career Awareness learner's need-representing the world of work-to providing Initial Career Exploration learning activities that will ready the learner for In-Depth Career Exploration and selecting an occupational focus for planning a career Preparation program. To accomplish that end, it will be necessary to select learning activities that serve the stated functions of career Exploration (7-10):

- Initial Exploration (7-8)

- In-Depth Exploration (9-10)

-- Orientation to Dacision-Making.

-- Exploration of Selected Occupations

-- Tentative "Career Roles" Selection

The person developing/selecting Initial Career Exploration learning activities using the WoW. Function/Cluster approach can assume that the learner could discuss with a job holder what that person does in the world of work, and be able to classify the occupation described in terms of the WoW Function it serves. It is not feasible, however, to expect learners to explore all the jobs in our society in this manner.

Initial Career Exploration learning activities will most often involve juniors high school-level (grades 7-8) learners. These learners commonly both desire and are capable of participating more fully in being responsible for selecting the learning they are to accomplish. The Tearning activities designed/selected should permit organization in terms-of the interests of learners in the occupational roles that exist within the world of work.

The WoW Function concept can now serve the learner as a means of organizing broad groups of occupations, e.g., the U.S. Office of Education (USOE) clusters, while they explore the differing WORK ENVIRONMENTS in which WoW Roles and Functions take place:

Wolf PRODUCTION Function Clusters*

- Agri-Business and Natural Resources Occupations
- Construction OccupationsManufacturing Occupations

WoW DIRECT SERVICE Function Clusters*

- Consumer Homemaking Occupations
- Fine Arts and Humanities Occupations
- Health Occupations
- Hospitality and Recreation Occupations
- Personal Services Occupations

^{*}U.S. Office of Education Occupational Cluster Titles



WoW F/C - ICE '

. WOW DISTRIBUTION SERVICE Function Clusters*

- Communications Media Occupations
- Marketing and Distribution Occupations

Transportation Occupations.

WOW ORGANIZATION MANAGEMENT, SERVICE Function Clusters*

Business and Office Occupations (DATA Management Services)

All clusters share PEOPLE Management Service Occupations

WOW TECHNICAL SERVICE Function Clusters*

- Environmental Occupations
- Marine Occupations
- Public Service Occupations

These groups of related occupations--WoW Function/Clusters (NoW F/C)--can be used to provide Initial Career Exploration instruction that would support the following learner outcomes:

- Identification and initial exploration of MoW Function/Clusters of interest:
- Increasing awareness of the range of occupational opportunities within the WoW Function/Clusters.
- Tentative selection of a WoW Function/Cluster for in-depth exploration.

During the junior high years, a learner could explore several WoW Function/Clusters of interest through classroom activity structured to infuse career education objectives, relevant interdisciplinary/academic instruction, and out-or-school, world or work exploration.

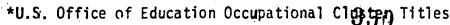
The learning activities to which the learner is exposed must focus upon the occupational "facts of life" and, in particular, communicate the aptitudes, abilities, and life styles of the individuals who fill particular occupational roles in the work environments explored.

Emphasis should be placed upon providing opportunities for realistic consideration of:

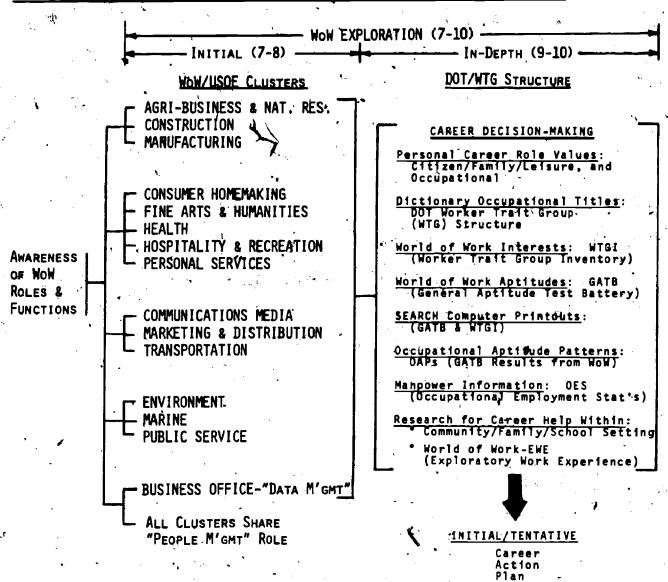
- * The learner's ability to practice logical direction-setting.
- Decision-making in relation to the many Career Role options available.
- The consequence of a given Occupational Role choice upon values individually held in relation to the Citizen, Family, and Leisure Roles desired in a career.

Career Exploration is the time in a career education instruction/quidence program when the learner is expected and allowed to change occupational role direction. The program is to be designed so that the learner discovers the need to explore the questions:

Who am I?
What am I?
Where am I going in my career?







Focused upon future WoW Preparation: Vocational/Technical/Professional and/or Citizen/Family/Leisure learning activities that make possible the career selected now or later.

PAREER EXPLORATION WoW Functions/ PERSONAL CAREER VALUES/ USOE CLUSTERS REALISTIC CAREER DECISION-MAKING

To ttilize the USOE clusters to explore occupational role interests (FANTASY) and the environments in which WoW Roles & Functions take place.

career roles value career roles value and occupational.

To explore in decrease and occupational and occupat

To explore in depth (in school & WoW) the Worker Requirements (REALITY) of selected occupational roles.

To relate Worker Trait Group (WTG)
information (Dictionary of Occupational
Titles - DOT) to personal career values
and assessed WoW aptitudes/interests/ (GATB/WTGI), known Occupational Aptitide Patterns (OAPs), and occupational opportunity in making an occupational role career decision.

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CAREER DECISION-MAKING

SSINNOVAT

INNOVATING SYSTEMS IMPLEMENTATION SERVICE, INC. 2710 N.W. MULKEY - CORVALLIS, OREGON 97330 TEL: (503) 752-2181

SEARCH* (Self-Exploration, Assessment, Research for Career Help) is a systematic effort to adapt Employment Service (ES) counselor-related tools, information, and methodology to better serve the instruction/guidance needs of Non-ES clients. Two ES assessment devices--the General Aptitude Test Battery (GATB) and the Worker Trait Group Inventory (WTGI)--are interrelated by computer printouts that permit the client:

- To look at job requirements in terms of their career consequences relative to self-concept, values, and related life roles to be lived.
- 2. To examine alternative courses of action to attain career goals.
- 3. To make rational, quality, career-related occupational decisions.

SEARCH is free from bias in sex, race, and age. It uses formal validation as well as continual client self-validation. It brings the Worker Trait Groups (WTGs) of the Dictionary of Occupationa Titles (DOT) into instruction/guidance programs, where they belong. It greatly improves the counseling use of the GATB and the WTGI. It is designed to accept all pertinent occupational and labor market information, including that of the Occupational Employment Statistics Project of the Department of Labor that will soon be functional throughout the nation.

SEARCH in Non-Employment Service Agency Settings

An Oregon nonprofit corporation—Innovating Systems Implementation Service, Inc. (IsIs, Inc.)—has cooperated with the Oregon Employment Division (OED) to respond to the request for training and utilization of SEARCH in Non-ES settings in California. The IsIs group will independently adapt the SEARCH program and materials to more effectively meet the needs of Non-ES personnel and clients in other states. SEARCH (GATB/WTGI) scoring and computer printout generation is provided by Universal Systems Design, Inc. of Oregon.

*SEARCH was originally developed and field tested as the <u>Computer Assisted</u>
<u>Occupational Exploration System</u> (CAOES) without federal, state, or local funding. It is <u>Copyrighted</u> and available ONLY on a <u>CERTIFIED USER</u> (program and personnel) -- Non-ES, or ES--basis.

Since August, 1973, continuing development has been <u>shared</u> with the Oregon Employment Division, U.S. Employment Service. The title and acronym CAOES was changed at that agency's request to SEARCH (Systems Exploration and Research for Career Help) in ES settings.

ERIC Full BOX Provided by ERIG

PROCEDURES FOR INSTITUTING USE OF SEARCH BY NON-EMPLOYMENT SERVICE AGENCIES

- 1. Enroll trainees in SEARCH workshop to provide training to:
 - Administer USES GATB/WTGI.
 - Interpret ,SEARCH (GATB/WTGI) printouts in relation to:
 - oo USES WTGs and OAPs
 - ' OO World of Work (WOW) functions
 - •• USOE clusters
 - Plan proposed use of SEARCH in non-Employment Service setting.
 - Plan purchase of USES--RESTRICTED and nonrestricted GATB materials necessary to SEARCH use.
 - Plan for SEARCH CERTIFICATION.
- 2; Upon completion of works pp. IsIs notifies Employment Service agencies of personnel and employer agency authorized to purchase RESTRICTED USES GATB equipment/material.
- 3. Upon completion of workshop, SEARCH trainees:
 - · Develop proposed plan for use of SEARCH.
 - Develop resources list--staff/materials/facilities/ time to be provided--for proposed program
 - Identify trainee who will serve as local SEARCH
 Specialist (coordinator of SEARCH-related activities).
 - Schedule date for on-site CERTIFICATION.
 - Obtain local administrative approval for proposed program/resources list.
- 4. Upon local approval, proposed plan for use of SEARCH is submitted to IsIs for review and approval.
- IsIs reviews proposed SEARCH program/resources list, etc.
 - Approves
 - Rejects with recommendations for revision
- 6. USES state agency approves purchase of GATB RESTRICTED material EXCEPT GATB answer sheets.
- 7. * IsIs conducts on-site SEARCH CERTIFICATION.
- 8. IsIs verifies SEARCH CERTIFICATION to SEARCH computer service agency.
- 9. IsIs conducts continuing review of SEARCH (GATB/WTGI) use in non-Employment Service settings and ANNUAL RE-CERTIFICATION of non-ES SEARCH programs and personnel.

Non-ES agencies in states other than California will need to request that IsIs/USD, Inc. and their state ES agency enter into a USES GATB Release Agreement adapted to implement SEARCH in the above described manner.

": Irwington High School CAREER DECISION-MAKING FALL 1976

Quarterly Report 9/30/76

Activities in Sequence

UNIT 1 SELF-EXPLORATION

- 1. Orientation to course
- Course selection chart
- Modeling AEL
- 4. Self-description AEL
- 5. Values poll (teacher's guide only)
- 6. Other's description AEL (1 in book; run copies)
- 7. Work/leisure values checklist AEL
- 8. Work/leisure worksheet
- 9. Want ads
- 10. Life styles discussion and worksheet
- 11. Goal identification chart
- 12. Business Card AEL
- 13. Peer Influence Chart 1 AEL
- 14. "Easier to Win" tape
- 15. Peer Influence Chart 2 AEL
- 16. Butterfly 4 stages AEL

UNIT 2 DECISION-MAKING (D-M)

- 17. Summer Job Choice
- 18. Pete's Day
- 19. Decisions How do you presently make decisions AEL
- 20. D-M Recess/Strategy development
- 21. Application of strategy, hypothetical situations AEL
- 22. Focusing on D-M AEL

UNIT 3 CAREER EXPLORATION

- F.S. 8A discussion questions separate AEL
- 24. F.S. 88 learning about aptitudes AEL
- 25. Self-estimates of aptitudes/GATB reaction sheet
- 26. Orientation to SEARCH process
- 27. Worker Trait Group Inventory
- 28. GATB Testing
- 29. CIS F.S. AEL
- 30. Orientation to CGC, request letter
- 31. Skim Supplement to choose WTG 's which seem interesting (use chart)
- 32. Determine WTG's related to estimated aptitudes AEL #8
- 33. F.S. 6 work activities AEL
- 34. Examining experiences AEL
- 35. Most enjoyable activities AEL.
- 36. Relating Work Activities (WA) to Occupations AEL
- YA checklist AEL separate
- 38. Identify WTG's related to WA's chart AEL
- F.S. work situations unit 7 AEL



40. Examining experiences AEL refer to Booklet

41. Work Situations checklist - AEL separate

42. Identifying WTG related to Work Situations record on chart

43. Identify WIG related to school subjects AEL

44. Mock interpretation

45. Interpret Printouts

46. Summarize WTG Exploration Chart

47. Data-People-Things Survey/discussion

48. Introduction to DOT

49. Qualifications Profile

50. Complete Confirmation Chart

51. SEARCH Worksheet 2

UNIT 4 RESOURCE INVESTIGATION

- 52. CGC outlines
- 53. CGC worksheet
- 54. Profile sheet

UNIT 5 CAREER ACTION

- 55. Resume (assigned earlier)
- 56. Job Applications (assigned earlier)
- 57. Practice Interviews
- 58. Career Action Plan
- 59. Review and revise course selections
- 60. Butterfly update
- 61. Course evaluations and comment sheets

UNIT 1 Self Exploration

	(0	OBJECTIVE	a	TEACHING STRATEGIES AND SUPPORT MATERIALS
1.1	Students describe	how they feel about themselves	1.1.1	Modeling (3)
			1.1.2	Self description (4)
. • •	1			Other's description (6)
			1.4	Business Card (12)
1.2	Students identify	their personal values, goals,		
	and standards,		1.2.1	Values Poli
,	4.		1.2.2	Work Values Gecklist (7)
• .			1.2.3	Want Ads (9)
			1.2.4	Work/Leisure value worksheet (8)
	• • •		1.2.5	Discuss life styles (10)
			.1.2.6	Goal identification chart (11)
1.3		stages of personal growth and		
• • •	development		1.3.1	Metamorphosis (16)
,			1.3.2	Butterfly (update) (60)
	(C) (C) (C) (C) (C) (C) (C) (C) (C) (C)		1.3,3	Goal identification chart (11)
1.4	Students recognize	the existence of peer		
,	influence	and an against At had.	1.4.1	Peer Influence Survey #1 (13)
			1.4.2	Tape "It's Easier to Win" (14)
			1.4.3	Peer Influence Survey #2 (15)
+ '			1	

OBJECT IVE

TEACHING STRATEGIES AND SUPPORT MATERIALS

- 2.1 Students list decision-making strategies presently used
- 2.2 Calss compiles and evaluates Decision-Making (D-M) strategies presently used
- 2/3 Class develops acceptable D-M strategy
- 2.4 Class practices using the D-M process of hypothetical situations

- 2.1,1 Summer Job Choice (17)
- 2.1.2 Pete's Day (18) .
- 2.1.3 Decision How do you presently make decisions
- 2.2.1 Decision strategies. types and uses (20)
- 2.3.1 , Develop D-M strategy (20)
- 2.4.1 . Focusing on Decision-Making (22)
 2.4.2 Application of the D-M strategy (21)

UNIT 3 CAREER EXPLORATION

and the second s	2
OBJECTIVE	TEACHING STRATEGIES AND SUPPORT MATERIALS
3.1 Students complete self-estimates of aptitudes and interests	3.1.1 Filmstrip 8A, 8B: aptitudes (23) (24) 3.1.2 Aptitude self-estimates (25) 3.1.3 Skim supplement to choose interesting WG's (31)
3.2 Students use resources related to WTG's3.3 Students determine school subjects related to WTG's	3.2.1 Skim supplement to choose interesting-WTG's (31) 3.2.2 Determine WTG's related to estimated aptitudes (32) 3.3.1 Identify WTG's related to school subjects and vice-versa (43)
3.4 Students identify work activities and situations	3.4.1 Filmstrip: work activities (33) 3.4.2 Filmstrip: work situations (39)
3.5 Students explore WTG's and their characteristics.	3.5.1 Data-People-Things survey (47) 3.5.2 Relating work activities to occupations (36) 3.5.3 Identify WTG's related to work activities (38) 3.5.4 Identify WTG's related to work situations (42) 3.5.5 Identify WTG's related to school subjects (43) 3.5.6 Worker Trait Group Exploration Chart (46)
3.6 Students relate personal experiences to activities and situations	3.6.1 Examining experiences related to work activities (3 3.6.2 Examining experiences related to work situation (40 3.6.3 Most enjoyable activities (35)

UNIT 3 CAREER EXPLORATION

OBJECTIVE

- TEACHING STRATEGIES AND SUPPORT MATERIALS
- 3.7' Students rank work activities and situations according to perferences
- 3.8 Students explore components of the Dictionary of Occupational Titles, Volumes 1 and 2
- 3.9 Students complete the General Aptitude test Battery and Worker Trait Group Inventory
- 3.10 Students identify and locate information on G.A.T.B. and W.T.G.I. mock printouts
- 3.11 Students interpret information on their own printouts
- 3.12 Students confirm WTG's for further exploration

- 3.7.1 Work Etivity checklist (37)
- 3.7.2 Work situation checklist (41)
- 3:8.1 How to use the D.O.J. (48)
- 3.8.2 Explore components of the Qualifications 1/
- 3.9.1. Orientation to SEARCH (26)
- 3.9.2 Take W.T.G.1 (27)
- 3.3.3 Take G.A.T.G. (28)
- 3.10.1 Mock printout interpretation (44)
- 3.11.1 Interpretation of printouts (45)
- 3.11.2 / WTG Exploration Chart (46)
- 3.11.3 SEARCH Worksheet 2 (51)
- 3.12.1 Confirmation Chart (50)

	OBJECTIVE	TEACHING STRA
4.1	Students will use the Caree Guidance	4.1.1 Filmstrip: C
	Center to explore WTG's and occupations	4.1.2 Orientation to
		4.1.4 Career Guidan

- 4.2 Students will identify available community resources
- 4.3 Students will complete a Career Education.

 Profile

TEACHING STRATEGIES AND SUPPORT MATERIALS .

- 4.1.1 Filmstrip: Career Information System (29).
- 4.1.2 Orientation to Career Guidance Center (30)
- 4.1.3 Career Gui dance Center Outlines (52)
- 4.1.4 Career Guidance Center Worksheet (53)
- 4.2.1 Resource request letter (30)
- (54) Career Education Profile Sheet (54)

OBJECTIVE

TEACHING STRATEGIES AND SUPPORT MATERIALS

- 5.1 Students will participate in activities designed to help develop job hunting skills
- .5.2 Students will plan a course of study
- 5.3 Students will complete a career action plan
- 5.4 Students will complete a course evaluation

- 5.1.1 **mesume** (55)
- 5.1.2 Sob Applications (56)
- 5.1.3 Practice Interviews (57)
- 5.2.1 Preliminary Course Selections (2)
- 5.2.2 Review and revise course selections (59)
- 5.3.1 Career Action Plan Sheet (58)
- 5.4.1 Course Ortentation (1)
- 5.4.2 Course evaluation and Comment sheets, (61)
- 5.4.3 G.A.T.B. reaction sheet (28)

Looking at Myself

Another way to learn about yourself is to examine your thoughts and feelings. In this activity, you can state and evaluate some of your current thoughts and selings.

Complete the following sentences to express how you really feel.

There are no right or wrong answers. Put down what first comes into your mind. Work as quickly as you can, and don't spend too much time on any one answer.

Then, in the right hand column opposite each response, put a plus if you see your reaction as a strength, a minus if you think it's a weakness, a plus and a minus if it's both, and a zero if it's neither.

1	Today I feel
. 	I get angry when
188	I can't understand why
	I feel bad when
5.	People think I
6.	3 don't know how
7.	I like
8.	I wish people wouldn't
9.	I am at my best when
	The future looks
-	I wish I could
1.	I look forward to
•	I feel proud when
15.,	I am able to
RIC"	More than anything else, I want 369

How I Think Others View Me

*	usual	ime	s/rarely	•	usually/	sometimes	/rarely
adventurous	0	0	0	knowledgeable	o	7 0	0
aggressive	c	• 0	Q	late	0	0	0
ambitious	0	0	•	loyal	• •	• 0	. 0
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activity

Peer Influence

Your peers can influence your choices. This is natural. This influence may be very strong at this time in your life. Knowing how your peers influence you can help you in making decisions.

In this activity, you will examine when and to what degree your peers affect your decisions.

1. Complete the Peer Influence Checklist on page xx in your Activity Booklet.

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How much my friends influence my decisions about

- What classes I take
- . What books I read
- What I will do after high school
- Whether and where I will go to college
- 5. Who I will date
- 6. Whe my friends are
- What grades I get.
- 8. How I treat other kids
- 9. What records I like
- 10. What I'd like to be
- 11. Whether I smoke
- 12. Whether I get a part
 time job
- How I treat my teachers
- 14. What clothes I buy
- 15. What politicians I support
- 16. What my hobbies are
- 17. Whether I cheat on a test
- 18. Whether I get married after high school
- 19. Whether I go to class
- 20 o ether I finish high

KICDOOT

- 2. Discuss the checklist. Use the following questions as a guide.
 - a. In what decisions do your peers affect you the most?
 - b. Are these areas the same for most students in the class? Why, or why not?
 - c. Do your peers affect your career decisions more than your family does?
 - d. In the past few years, have you had a change in your circle of friends. Your circle of friends may have changed for different possible reasons. You may have changed it on purpose. You may be going to a new school. Your family may have moved to a new town. If so, would your previous peers have influenced your decisions in a different way?

activity P Exploring Work Situations

Another type of interest to consider in career exploration is your preference for various types of work situations. People differ in how willing or able they are to adjust to certain situations. Although there are a great many different demands made on workers, these can be grouped into twelve types of situations. In this activity, you will see a filmstrip which describes these situations. It can help you see what situations you prefer and what situations you want to avoid.

- 1. Discuss the filmstrip, using the following questions as a guide.
 - a. Why is it important for workers to be able to adapt to work situations?
 - b. How can you find out what types of work situations you prefer without trying them in a job?
 - c. How can knowing what types of situations you prefer help you explore occupations?
- 2. Read the work situation descriptions in the "Guide for Exploring Careers through Work Activities and Work Situations." As you read the descriptions, think about your own experiences in similar situations. List your experiences below the related work situation title.

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or

problems

My experiences:

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,	or things		•		•			
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ERIC

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activity

Creating Business Cards

The purpose of this activity is for you to develop a business card which describes you. It can reflect how you see yourself now or as you picture yourself in the future. The following example was designed by a man in California who obviously enjoyed developing it.

PHONE AREA CODE 724
BUS. 382:1465
BUS. 382:1465
RES. 384:1863
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INTRODUCING

RICHARD BROGLUND

SOFT SHÓE DANCER

MISSISSIPPI GAMBLER • LOVER OF BEAUTIFUL WOMEN

SOLDIER OF FORTUNE

KNOWN TO TAKE AN OCCASIONAL SIP OF SHERRY

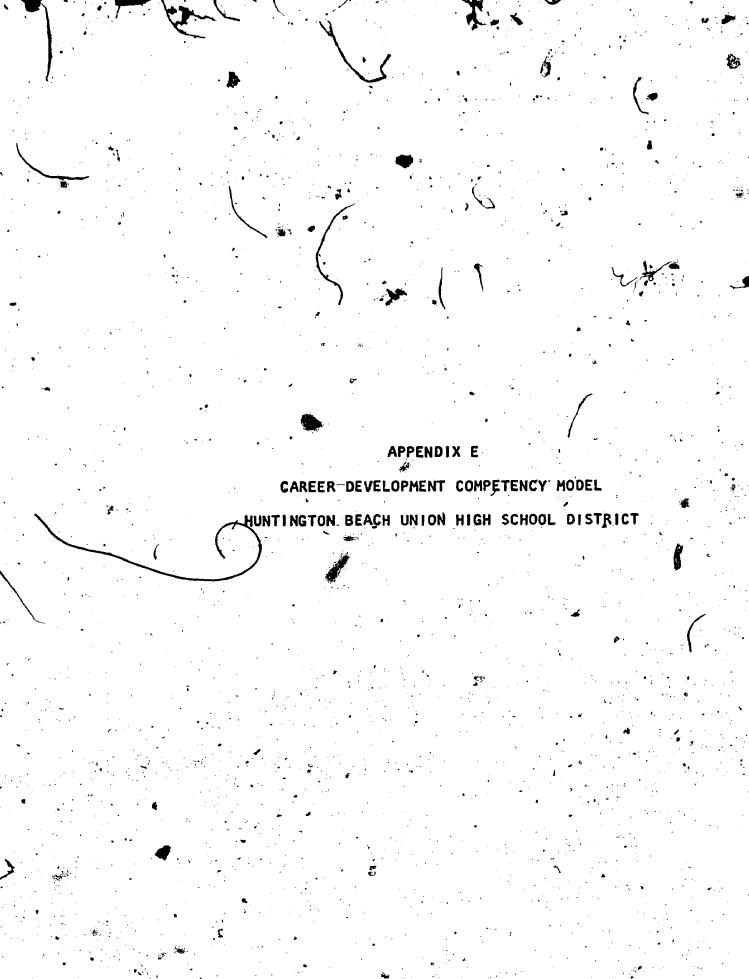
HAVE AIRPLANE — WILL TRAVEL

PRAYER MESTINGS • COMPETITOR ELIMINATION

PRAYER MESTINGS • CHURCH SOCIALS

ALSO SELLS RADIOS

- 1. Make a business card that describes you, using a 3" x 5" blank index card and a marker. The card should reflect your life and work values. Select work activities that will allow you to achieve both sets of values. It should represent the kind of person you are or want to become and how you would like others to see you.
- 2. Share your completed card with the class. Discuss the values and goals presented by the cards. Can other students identify your life values? Can they identify your work values? Does your business card tell others what occupations interest you? What does it tell them about your abilities, aptitudes, and skills?



HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

CAREER EDUCATION

COMPRTENCY BASED CURRICULUM COMMITTEE

GRADUATION RECOMMENDATIONS

DECISION-MAKIN

Every student will go through a decision making process which will have included the completion of: (a) an educational plan? (b) manual months of the educational plan, (c) completion of the post-high school plan. This particular graduation requirement would meet the following competencies from the model:

RECOMMENDATIONS

ASSESSMENT STRATEGIES

Each student will:

- 1.3.9 Formulate a tentative career plan and employ action to carry through the plan that demonstrates assessment of self and desired environment and utilizing available resources.
- 1.5.5. Identify future career options and entry requirements for employment.
- 1.5.8 Demonstrate the decision making process,
- 2.1.5 Demonstrate knowledge that learning to learn is a skill.
- 2.1.7 Identify the in-school educational steps/necessary to qualify for selected occupation(s) and/or career.

Each student will complete his/her Career Planning Folder by the 11th grade indicating a post high school plan which will match his/her educational plan.

Each student will demonstrate occupational information seeking skills as validated on the Career Folder and Log Sheet.

Each student will identify and utilize the components of decision making utilizing the decision making model adopted by the staff.

Student will identify methods of study which address continuous learning. Plans will be recorded in the Students Career Folder.

Students will design the best course of study available for the tentative occupation(s) and/or career choice as recorded in his/her educational plan.

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1) DECISION-MAKING (continued)

RECOMMENDATIONS

Each student will:

- 2.5. Demonstrate knowledge of various training routes to career experiences available in school and during secondary school years.
- 2.5.3 Know the entry requirements for apprenticeships, community colleges, colleges, universities, unions, private achools, armed forces, work experience programs, and Regional Occupational Programs, which-ever is appropriate.
- 3.2.5 Formulate a post-high school plan that matches his/her interests, aptitudes, and attitudes with desired lifestyle and desired environments.

ASSESSMENT STRATEGIES

Each student will list the training routes open to him/her during his/her school experience. Any changes in options will become part of an educational plan or a post high school plan.

Each student will list entry requirements for either wan apprenticeship program, a university, a community college, R.O.P., and work experience. The information will be maintained in the student's career folder.

Each student will complete his/her Career Planning Folder.

SALABLE SKILLS

Each student will complete one of the vocational courses identified in the District plan for vocational education, including those courses offered by the ROP and will meet the following competencies:

RECOMMENDATIONS

ASSESSMENT STRATEGIES

Each student will:

2.1.4 Demonstrate job seeking skills, including the job application, the resume, and interviewing for a job.

2.3.10 Demonstrate acceptable attitudes toward work and school.

- 3.2.6 Demonstrate abtitudes deemed essential for successful employment,
- 4.2.5 List skills he/she needs to acquire and/or maintain employment.
- 4.2.8 Mentify how he/she can utilize pre-graduation work participation to enhance his/her career plans/options.

Student will write a resume and simulate a job interview. This information will become a part of the Career Folder.

Questioning of parents. School/work attendance.
Comments by teachers/work supervisors. Completed
evaluation form related to a community work experience.

The student will record his attitudes towards work in his/her Career Planning Folder. Employer/sponsor evaluations will be used to specify job maintenance.

List skills which are necessary in finding a job. List skills he/she needs to acquire to find a job of his/her choice.

Prepare a course plan which would maximize his/her time and effort in school in achieving career goals. Participate in a paid or unpaid work experience setting for one semester.

OR:

Provide: (1) proof of employment for 270 bours or more, (2) proof of voluntary experiences in the community for 270 hours or more, or (3) present their tase to an appeal panel consisting of a counselor, an administrator, and a teacher, who will decide the merits of the employability of the student.

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-3.

CONSUMER SKILLS.

Each student will take a semester course in Consumer Education in one of the following disciplines: Social Studies, Business Education, Mathematics, Homemaking, or a specific consumer class, and that the content of these courses would meet the following competencies:

RECOMMENDATIONS

ASSESSMENT STRATEGIES

Each student will:

- 4.1.2 Understand that the use of credit is a resource to obtain goods and services which involve responsibilities.
- 4.1.3 Describe his/her legal rights and responsibilities as a consumer.
- 4.1.7 Assess merchandising and advertising information given as to whether it is factual or sales appeal before making a buying decision.
- 4.1.9 Formulate an income allocation plan based on an understanding of banking services, savings and financial institutions, and the role of insurance and investments in providing economic security.
- 4.1.12 Use and evaluate consumer education sources to meet his/her needs.

The student will evaluate a credit contract as to the advantages and disadvantages. The student will list the retail store's responsibility with regard to credit contracts. The student will list the factors that determine a person's credit rating.

Student will list rights of consumer. Student will identify where liability falls if product proves defective while under warranty, after warranty expires.

Analyze ads and list the factual information contained. /Evaluate two personal purchases and prepare written report which identifies reasons for purchase. Analyze ads for "Appeals" used.

Student will submit a detailed budget based on the given life style of his/her choice. Student will complete accurately a simulated checking account problem in writing checks, making deposits, maintaining a check register, and reconciling the bank statement.

Research a product he/she wishes to buy comparing more than one brand and using two or more resources. Prepare a check list of items to check before using a given product.

OR:

Pass a proficiency test which would measure his/her competencies in each of the competency-statements listed.

Huntington Beach Union High School Distric	No. of the last of	(Level 3)		
CAREER DEVELOPMENT COMPETENCY MODEL	anena (Le	vel 21	_/-	/
	Personal Function	tional Compete	ncy Levels	71/
individuals differ in their interests, aptitudes, abilities, raises and attitudes, acceptance, and devalopment of self is, a life long process and is constantly changed and influenced by life asperiences. Interement and individual putential interact to influence career devalopment. Individuals must be adaptable in a changing saciety. Career planning should be a privilege and responsibility of the individual.	AWARENESS ENVIRONMENT SELF	INTERNALIZATION	ACTION	
EDICATION, NOTE AND LEISURE ALTERNATIVES Convicione and skills in different subjects relate to performance in different work roles. There is a wide variety of occupations which may be classified in several ways. Societal expectations influence the nature and structure of work. There is a relationship between the constituent of education and work and the availability and utilization of leisure time. There are many training routes to job entry.				
Vork means different things to different people. Job satisfaction is desendent on harmonious relationships between worker and work environment. Job specialization created interdependence.				
Consumer sources and usange will determine career stability. Identifying with and participating in adult roles and responsibilities is communated in the work environment. Norther traits are transferable to many occupations.				

APPENDIX F

COMPETENCY BASED CURRICULUM GUIDES K-3, 4-6, 7-8, 9-12
HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

The documents comprising Appendix F are available in ERIC as ED 145 104-107

APPENDIX G

STUDENT ASSESSMENT FORMS
HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

St	udents Name:		 .			•
Te	te: acher: ade Level:		-	D PROJECT STUDENT EVALUAT Oct., 1977	I ON	•
Dii	rections: P ght of the q	lease read each ques uestion, whether you	tion carefully, agree or disag	then mark in the b gree with it.	pox to the R	DISAGREE
1.		nd how to use my Car requirements.	eer Folder for	determining		
2.	I feel the	interest survey was	a valuable exp	perlence for me.		
3.	1 understa choice.	nd how my interests	are related to	occupational \		
4.		of the importance o or an occupation fol			1	
5.		of some educational to me after high sch		ortunities	. \ J., 8,	1
· 6.		to obtain the information to career planning.	mation necessary	for educa-	* \	
7.		nd the relationship b d my future plans.	between my high	school		-
8.	The Career for future	Center has the info planning.	rmation and mat	erials necessary		
9.	The career careers.	program provided me	with useful in	formation about		
10.	The career	pro gram helped me be	etter understan	d myself.		
11.	T know how	many units need to	graduate.		1	
12.	The process	s of planning my high	n school course	s was beneficial		
13,4	I would red	commend the career pr	ogram to my fr	iends.		
14.	The career (Unpse thir	program halped me un ngs important to me)	nderstand how mare related to	y values occupational choice	e. ,	-
15.	I plan to u	ise the caree center	when appropria	ntg,		
16.	The career	program has helped m	ne begin to set	educational goals.		<u>`</u>

- DISAGREE AGREE
- 17. The career program has helped me consider several career choices.
- 18. The career program helped me in the development of my four year educational plan.
- 19. The career program has helped me to make better educational decisions.
- 20. As a result of the career program, I better understand the connection between skills learned in specific high school courses, and those skills needed on the job.

	Student's Name:	
	Date:	
	Teacher:	•
	Grade Level:	•
•		
	Directions: Please circle the be	·
	1. Which of the following is an o	example of a Career 'Cluster or Career Group?
	a. accounting	· -
	b. photography	
	c. health	
	d. nurse e. journalism	
	e. Journarism	
	2. The following are avialable is	n the Career Center:
	a. career folder	
	b. college information	
	c. information on treer clus	sters/career groups · '
	d. a and b only	
	e. all of the above	
	3. The number of credits required	d for graduation are:
	a. 252	
•	b. 180	
	c. 170	
	d. 264	
1	e. 242	
	4. Which of the following is not	a service you can receive from the Career Center?
	a. scholorship information	
	b. bus permits	•
	c. interest surveys	•
`	d. all of the above	
	, s. none of the above	
	5. Information on graduation requ	irements are available in the:
	a., caréer folder	
	b. student handbook	
*	c. guidance center	
•	d. all of the above	
,	e. none of the above	
(6. Which of the following represen	ent career alternatives after graduation
	a. 4 year college	
	b. military service	
	c. apprenticeship prógram	
	d. all of the above	392
	none of the above	
	EKUC Predicas Provided by EPC	

Page 2 1 An Interest Inventory tells you what you can do b. 'tells you which occupation you should enter tells you possible jobs available to you in your community d. all of the above none of the above Which of the following are part of the decision-making process? gathering information **a**. considering values c. Identifying alternatives d. all of the above none of the above Which of the following are examples of personal values? (Not necessarily your own) high income independence ь. security c. d. all of the above none of the above 10. Priority can be defined as: a ranking of things in order of their importance a linking of occupations into a cluster those things required in an occupation all of the above Mone of the above Aptitude measures interest areas léisure time activities measures abilities or skills all of the above none of the above Which of the following represent career alternatives while still in high school? on-the-job training (CROP or CAP)

12.

California High School Proficiency Examination b.

Work Experience program

all of the above

none of the above

13. A Career Cluster is a group of:

values

related occupations

strategies

d. Sbilities

none of the above

14.	The	career	folder.	is	stored	in:
-----	-----	--------	---------	----	--------	-----

- a. the Guidance office
- b. the Instructional Center
- the Career Center
- the Activities office
- e. none of the above

15. The JOB-0 and the COPS are examples of

- a. interest surveys
- b. Kuder/IQ tests
- c. GATB
- d. all of the above '
- . none of the above-

16. Courses required for graduation are in the following departments:

- a. English
- b. Social Studies
- c. Math
- d. Physical Education
- e, all of the above

17. Courses are required for graduation in the following deeartments:

- a. Science
- b. Industrial Education
- c. Home Economics
- d. Business Education
- e. none of the above

18. A source for monitoring (keeping track of) one's education progress is:

- a.. a transcript
- b. a career folder
- c) a counselor
- d. all of the above
- e. none of the above;

19. The following are examples of possible training routes while in High School.

- a. elective choices
- b. out of school training (CROP, Work Experience)
- c. Volunteer work
- d. all of the abbve
- e. none of the above

20. An interest is:

- a. something you like
- something you do well
- c. something that is required
- d. all of the above
- e. none of the above

DIRECTIONS FOR ADMINISTERING THE CAREER EDUCATION SURVEY (PRIMARY)

Test in groups of 5 children.

Administrator ŝays:

I am going to read some statements to you. If you think the statement is true, circle the word 'Right'. If you think the statement is not true, circle the word 'Wrong'. If you don't know if the statement is true or not true, circle the 'Question Mark'. For example, if I were to say; "I like ice cream, 'r'you would circle which one? Any questions?

Read each statement twice and make sure each child marks every item.



		1.D. Number	
		Pre	Post
		Experim	entalC
•		^	
•	FOUNTAIN VALLEY SCHOOL DISTRICT	,	
	GAREER DEVELOPMENT, SURVEY (Primary	/) •	
Na	me_ Grade	Date	
Sc	hoolTeacher		
. In	structions: Put a circle around your answer.		
14	In our own families, we all have special jobs.	Right	? Wrong
2.	Cars are usually built by only one person.	Right	? Wrong
3.	People need to use numbers for many jobs.	Right	?w Wrong
4.	You can lift a heavy box easier if someone helps you.	Right	? Wrong
5.	Because we live in the city, we do not need farmers.	Right	? Wrong
6.	People your age can help you sometimes.	Right	? Wrong
7.	Some people like their jobs more than others.	Right	? Wrong
8.	You could play soccer even if you were all alone.	Right	? Wrong
9.	It is harder to listen to the teacher's directions if you are talking to your neighbor.	Right	? Wrong
10.	When you grow up and have a job, you will use some of the things that you are learning in school.	Right	? Wrong
11.	Every person in your family helps in some way.	Right	? Wrong
12.	People work only to make money.	Right	? Wrong
13.	When you grow up, you will need to know how to count some things.	\sim Right,	? Wrong
14.	Some of the things you are asked to do at home are different from some of the things you are asked to do at school.	Right ≈	? Wrong

CAREER DEVELOPMENT SURVEY (Primary)

- 15. School children have the same jobs as adults.
- 16. One reward of doing a job is feeling good about it.
- 17. Every day you use something made by someone else.
- 18. It is important to get along with other people at school.
- 19. Playing safely on the playground is an important job of your's.
- 20. Policemen, store owners and plumers help us by doing their work.
- 21. There is at least one thing that you can teach someonewelse.

- Right ? Wrong
- Right ? Wrong
- Right ? Wrong
- Right ? Wrong
- Right ? Wrong
- Right ? Wrong
- Right ? Wrong

DIRECTIONS FOR ADMINISTERING THE CAREER EDUCATION SURVEY (MIDDLE AND UPPER)

Test in groups of 10 children.

The administrator says:

I am going to read some statements with you. You will circle the word that tells what you think about each statement. If you think the statement is true, circle the word "true", If you think the statement is not true, circle the word "false". If you do not know if the statement is true or false, circle the "question mark". For example, if I were to read the statement, "All people need food to live," what would you circle? Do you have any questions?

Read each statement twice and make sure each child marks every item.



	-	— '
†Pre	Post	*
		•
Experiment	a l	Control

FOUNTAIN VALLEY SCHOOL DISTRICT CAREER DEVELOPMENT SURVEY (4-5)

Nam	re		<u> </u>		<u> </u>	· · ·	Grade	<u></u>	Date	·
Sch	I	1			,	' -	_Teache	er		
1	TRUCTION Circle t an answe	he answ			scribes	what you	think	about each	statemer	nt. Mark
•			₹		•	•	•	TRUE	DON'T KNOW	FALSE
1.	A healt	hy pers	on will	develop	better	physical	ly.	True	7	False
2.	farmers	•		communi	ر ا			True	?	False
3.	As you mind ab have.	grow up out the	it is p kind of	possible job you	to chan would	ge your like to		True	?	False,
4.				you hav			, · - (-	·True	7	False
5., \$			jobs th ten year	at exist s ago.	today	that	•	True	. 7	False
6.	Everyone work for			oney is	all you	should		True	?	False
7•	A firema		not nee	d to be	in good	physical		True	?	Faise
8.				u have t h proble		how to	•	Ţrûe 7	* ?.	False
9.	When you			e, they	always (under-	•	True	?	False
5. /	You have others.	to thi	nk more	on some	jobs tl	nan		True	?	False,
١.١	it takes	s m any p	eople to	make a	new sal		•	True	?	False
	People f			tries he	lp us by	/ sharing		True	?	False



•			DON'T	•
13.	Forest rangers work to protect the scenery	TRUE	KNOW	FALSE
	and health of animals in the forest	True	?	False,
14.	You will enjoy all of the same things when you grow up as you do now.	True	7	Fa l se
15.	Schoolwork is easier when you like your classroom.	True	7	False
16.	The only time you learn anything new is in school.	•	•	,
•		True	. f	Fa l se
17.	All people agree on what is right and wrong.	True	?	False
18.	It is important to think of many things before making a decision.	True	7	False
19.	What you do in your free time does not affect your family.	True	7	False
20.	You are likely to live in the same neighborhood when you grow up.	True	?	∕ Fals e
21.	Taking care of your house and yard is one way of being a good neighbor.	True	,?	False
22.	When you graduate from school, you have learned everything you are going to learn.	. True	• ,	False

1.0	, Numl	oe r_			
,	D ma	1	Doct		

E>	кре	rime	ntal	Co	nt	r

FOUNTAIN VALLEY SCHOOL CAREER DEVELOPMENT SURVEY (6-8)

1.4 ctr	ne	aue			<u> </u>
Scl	noo1	reacher			
1n	structions: Circle the answer that best describes what you thi	∢ ink abo	ut each	statemen	it.
• .	Mark an answer for each statement.	•	TRUE	DON'T KNOW	FALSE
1.	You would have to move to a new location if you wanted to work as a gardner.		True	?	Fa i se
2.	Knowing what you can do well might influence your plans for a career.	•	↑ ∦rue	?	False
3.	There are many jobs that exist today that did not exist ten year's ago.	. ,	Trye	7	False
4.	How we feel about ourselves does not affect our job choices.		True	7	Fal se
5.	A person can alsway find the job he wants in any area of the country.	•	True	?	Fals
6.	Most jobs require some knowledge of reading, writing and math skills.	•	True	?	False
7.	Your relationship with your teacher is similar to that of an employer and employee.		True	7	False
8.	It is not important to compare products when making a purchase.	÷	True	7	False
9.	Only adults should have a savings account.		True	?	-False
0.	People who are always on time for school will likely be late for work.		True	7	False
1.	Spelling ability is not important for a secretary as long as he/she can type well.		True	?~	·False
2.	It is all right to take things from a store as long as you work for that store.	*	True	7.	False
3.	A mailman does not need to have reading skills.		True	?	False
4.	It is always best to buy the cheapest item you can find.	,	True	7	False

. 29			TRUE	DON'T KNOW	FALSE
15.	Your choice of a career is not influenced by how well you do in School subjects.		True 🗍	9.	False
16.	A laboratory researcher is likely to work with more people than an office receptionist.		True	· i	False'
17.	Your family's opinions influence your choice of a career.		True	?	False
18.	You have so study the same subjects in high school and college whether you are going to be a forest ranger or a lawyer.	~ .	True	, ,	False
19.	It is not important to consider your hobbies in the choice of a career.		True	?	False
20.	Following instructions from a boss on a job is much like following directions from your teacher now.		True	?	False
21.	Your friends can never influence the way you feel about things.	4 <u>.</u>	True	7	False
22	The environment in which you work should not be an important consideration in your choice of a career.	•	True	?	False
23.	Good grades in science are not important for a person who wants to be a doctor.	• • • • • • • • • • • • • • • • • • •	True	(e)	False
24.	It is important only for poor people to plan and budget their money.		True	?	False.

Revised Fall, 1977

APPENDIX H
PUBLICITY

FREMONT UNIFIED AND HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICTS

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A consolidation and continuation of the News-Register

Fremont-Newark, Celifornia, Saturday, July 10, 1976

28 Pages

15. Cents

Irvingion program serving as model

By TOM DEBLEY

FREMONT — The career guidance program for students at Irvington High School here is a model project which "theusands of communities in this country are looking for." says former U.S. Secretary of Labor Willard Wirtz.

Wirtz, now director of the National Manpower Institute, recently toured the Irvington career center, which is the first of its kind in the nation.

It is serving as a gilot for development of similar programs elsewhere, said Jim Mayo, career education director for Fremont schools.

Wirtz said the project restored his faith in the ability of public school systems to give students worthwhile career guidance.

The Irvington High center melds the old programs of career guidance and work experience with a computer data bank which gives students access to information on up to 40,000 potential jobs, according to Mayo.

Students, previously unable to put job information to much use, can now take the information go anywhere in the Bay Area for on-the-job experience, and then return to school to use computers to tailor their classes to career interests and abilities, he said.

"I realize," Wirtz told school Supt. Wayne Ferguson in a recent letter, "that I had ... come very close to the conclusion that the inertial forces working within they school system are so strong that we are almost going to have to look elsewhere in the community to find the dynamics for developing a more meaningful education-work relationship.

"I come away ... with a renewed sense that if the top administration within the school system is persuaded that change is necessary on this front it can be successfully brought about as part of the discharge of the academic function ... "It is terribly gratifying to me personally to find that this can, in fact, be done,"

Wirtz, labor secretary under Presidents John F. Kennedy and Lyndon B. Johnson, said the Irvington project is "a model which comes very close to being what simply thousands of communities in this country are looking for."

He said he believes it has "real possibilities of successful replication in other communities."

Mayo said plans call for expansion of the program to Mission San Jose and Kennedy high schools here in September as well as Memorial High School in neighboring Newark.

Workshop called overly idealistic

Editor's note: The following editorial reflects the views of the writer only and does not necessarily reflect those of The Argus.

By VALERIE CROWELL Irvington High correspondent

Recently classes were brought to a halt at Irvington High School in favor of a three-day workshop prepared by some psychologists The purpose: to "psychoanalyse" all students and teachers at Irvington in a short three-day period, or it seemed.

The program was designed to establish the goals of the teachers and students and incorporate them into one utopian plan to make school the perfect dreamland for any student.

Unfortunately, the idea of the workshop itself was overly idealistic. It required students to come to school for three days when they didn't have classes. Students were not excited about selting goals for three days. They are fed up with the "quick set your goals or life will spass you by" routine which is regularly rammed down their throats by "career experts." Can you blame them?

School is an educational facility. Simply that means that students are to learn at school. Is that so ridiculous?

During the workshop the administration passed out a list of their goals for Irvington. It included one goal simply labeled. "is literate." Is literate? Are they crazy? A fourth grader "is literate" but can he survive in today's computerized world with that kind of an education?

Does it take three days of goal setting to figure that out?

The whole workshop was a complete waste of time and money. Who's idea was this farce? The buck was passed around a faculty meeting until it finally landed in the lap of an administrator who wasn't present for the meeting or the workshop. How can a school expect to turn out decent students when the administration displays such indeciviveness? The workshop was planned without consent of teachers or students and both groups were forced into it. Consequently both groups resented it. The students were bored and resentful. This was evident in their lack of attendence. If atten-

dence was taken in Santa Cruz the ADA would have been higher than it was at Irvington. The administration had foresight enough to know that this was going to happen. So in a brave effort to avoid this problem they announced that these three days were "school days" and that attendence was mandatory. Stupid move. Those who feared suspension simply had their parents call in sigk for them. Good example, folks. You're not much better off than the

By Thursday afternoon (the second day) some of the best classes were down to 50 per cent absence. School was canceled by 11:30 Friday because to many student leaders went to the beach. What will happen to these cutters? Nothing, says the administration.

Will these three days make any definite changes in the operation of Irvington. Probably not, says the administration. The departments are being reorganized. Especially English. Yes, the students decided that they couldn't read. This would have been done anyway. Did they have to stop school for three days to figure that out? The waste for those three days was astronomical. First, the money lost from the severe drop in attendance.

The administration claims that only 500 students were absent on Friday. They lose approximately \$5.51 for every student absent per day. Substitute teachers were observing the workshop. These run approximately \$27 apiece. Each student received a stack of approximately 10 mimeographed sheets with 2,600 students this comes out to 26,600 sheets of paper which were sometimes never used or even passed out. This happen in a school where students provide their own paper, even for typing, where the paper squeeze hinders instruction. Not to mention the cost for the payers somewhere a pretty penny, whether the workshop was state funded or locally funded.

Why can't schools stick to education? Why must they psychoanalyse all their students? When will school personnel knock off their "set, your goals quick, how's your head?" jibberish and return to the original purpose of school, educating?

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Chico, California

Ms. Marilyn Lilly Leland High School San Jose, California

Westmont Elementary School Westminster, California

Barstow High School Barstow, California

Alhambra High School Alhambra, California

Bushard Elementary School Fountain Valley, California

Grossmont High School San Diego, California

Dr. Swan California State University Long Beach, California

Dr. Francis Bennie Dwyer Intermediate School Huntington Beach, California

Ms. Doris Allen Board Member HBUHSD

Mr. Gary Holman Brea Olinda Unified School District Brea, California